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ABSTRACT

This Senate bill would initiate a variety of measures aimed at improving the recruitment, retention, and professional development of qualified elementary and secondary school teachers. It focuses these efforts particularly where acute teacher shortages have been identified, including shortages of minority teachers, teachers for limited English proficient students, disabled students, preschool age children, and teachers for certain subject areas such as math and science. This report from the Committee on Labor and Human Resources contains: (1) summary of the bill; (2) legislative history; (3) background and need for the legislation; (4) committee views on recruitment, teacher enhancement, demonstration projects, and studies and evaluation; (5) votes in committee; (6) cost estimates; (7) regulatory impact statement; (8) section by section analysis; and (9) changes in existing law. (JD)

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Calendar No. 678

101ST CONGRESS *2d Session* | SENATE | REPORT 101-360

NATIONAL TEACHER ACT OF 1990

JULY 10, 1990.—Ordered to be printed

Mr. KENNEDY, from the Committee on Labor and Human Resources, submitted the following

REPORT

[To accompany S. 1676]

The Committee on Labor and Human Resources, to which was referred the bill (S. 1676) the National Teacher Act of 1990, to authorize programs to improve the recruitment, training, and professional development of teachers, and for other purposes, having considered the same, reports favorably thereon with an amendment and recommends that the bill as amended do pass.

CONTENTS

	Page
I. Summary of the Bill	1
II. Legislative History	2
III. Background and Need for the Legislation	3
IV. Committee Views	7
Title I—Recruitment	7
Title II—Teacher Enhancement	17
Title III—Demonstrations	28
Title IV—Studies and Evaluations	35
V. Votes in Committee	38
VI. Cost Estimate	39
VII. Regulatory Impact Statement	42
VIII. Section by Section Analysis	42
IX. Changes in Existing Law	55

I. SUMMARY OF THE BILL

S. 1676 would initiate a variety of measures aimed at improving the recruitment, retention, and professional development of qualified elementary and secondary school teachers. It focuses these efforts particularly where acute shortages have been identified, including shortages of minority teachers, teachers for limited English

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proficient students, disabled students, and preschool age children, teachers for certain subject areas such as math and science, and in other areas of shortage as determined by the Secretary of Education or the State Education Agency.

In the area of recruitment, these measures include forgiveness of Stafford loans incurred during the last two years of undergraduate or graduate education for individuals who teach for 5 years; a reintroduction of the Teacher Corps program providing scholarships for up to 3 years of undergraduate or graduate education for individuals who teach for 5 years; and an expansion of the existing Paul Douglas Teacher Scholarship program. Also intended to enhance recruitment are a demonstration program for minority teacher recruitment; a New Careers demonstration aimed at training paraprofessionals and other school employees to become teachers; and a Teacher Job Bank study and demonstration.

In the area of inservice training, the bill provides enhancement of Foreign Language Competence; initiates National Teacher Academies to provide inservice training in a variety of specific subject areas; and authorizes Professional Development Schools in which partnerships of local education agencies and institutions of higher education designate a school or schools within each Congressional District to become a center for preservice and inservice training.

Within the scope of teacher retention, the legislation authorizes a new teacher induction program as part of the new Teacher Corps, aimed at reducing high attrition during the early years of teaching; revises the Christa McAuliffe program to create a Career Teacher Corps under which teachers with 8 or more years of experience are eligible for an award of up to one year's salary and time off for a sabbatical or other professional development activities; and a demonstration program for School Restructuring/School Based Management.

Other initiatives related to improving the teaching profession are a Class Size Research and Demonstration Project, a study of Pension Portability, a School Year Extension Study Commission, and a study of Ways to Increase Minority Participation in the Teaching Profession.

II. Legislative History

S. 1676 was introduced by Senator Pell for himself and Senators Kennedy, Kassebaum, Metzenbaum, Jeffords, Matsunaga, Dodd, Cochran, Simon, Robb, Burdick, Kerry, Boren, and Riegle, on September 26, 1989, and referred to the Subcommittee on Education, Arts, and Humanities.

The bill reported by the Committee is an amalgamation of several different initiatives related to teacher recruitment and training. These include, in addition to S. 1676:

> S. 1675, the "Excellence in Teaching Act" also introduced on September 26, 1989, by Senator Kennedy for himself and Senators Pell, Dodd, Domenici, Simon, Adams, Matsunaga, Metzenbaum, Jeffords, Kassebaum, Mikulski, Inouye, Wirth, Burdick, Kerry, Rockefeller, Bingaman, Boren, Robb, Gore, and Riegle;

S. 498, the 'Teachers' Professional Development Act" introduced on March 2, 1989 by Senator Pell by request of the Council of the Great City Schools;

S. 1540, the "Critical Languages and Area Studies Program Assistance Act" introduced on August 4, 1989 by Senator Jeffords for himself and Senators Kennedy and Pell;

S. 1690, the "Foreign Language Competence for the Future Act" introduced on September 28, 1989 by Senator Dodd for himself and Senators Simon, Pell, Jeffords, and Matsunaga;

S. 2035, the "School Year Extension Study" introduced on January 30, 1990 by Senator Bingaman for himself and Senators Mitchell, Kennedy, Pell, Mikulski, Harkin, Kohl, and Hatfield;

S. 2039 the "National Writing Project" introduced on January 30, 1990 by Senator Cochran for himself and Senators Pell, Kassebaum, Lott, McCain, Cranston, Heinz, Dole, Wilson, and Hatfield;

S. 2223, the "Humanities Excellence and Teacher Training Act of 1990" introduced on March 1, 1990 by Senator Bumpers; and

S. 2252, the "National Teacher Recruitment Act of 1990" introduced on March 8, 1990 by Senator Simon for himself and Senators Kennedy and Pell.

The Subcommittee on Education, Arts, and Humanities, and the Committee on Labor and Human Resources held six hearings on the need to improve recruitment and training of teachers, and the status of the teaching profession. The hearings were held on October 31, 1989 in Washington, D.C., January 30, 1990 in Washington, D.C., February 16, 1990 in Providence, Rhode Island, February 22, 1990 in Washington, D.C., March 2, 1990 in Washington, D.C., and May 14, 1990 in Boston, Massachusetts. The Subcommittee met and ordered S. 1676 reported to the Committee on June 13, 1990. The Committee met and ordered the bill reported to the full Senate on June 27, 1990.

III. Background and Need for the Legislation

Teaching today is a profession in crisis. Teachers face one of the most important, most difficult, and, all too frequently, most thankless jobs in the nation. They are on the front line in the battle where America's future will be determined—in the education of the next generation of Americans.

In addition to their responsibilities as educators, teachers must often respond to the outside world that students bring into the classroom—crime in their neighborhoods, drugs on their street corner, abuse and neglect in the homes. In spite of these resonsibilities, teachers endure unacceptably low salaries and low status, and the results are hardly surprising. It is becoming difficult to recruit teachers, and more difficult to retain them. Yet, teachers are at the heart of the educational process. In the words of Theodore R. Sizer, Chair of the Education Department at Brown University: "Without good teachers, sensibly deployed, schooling is barely worth the effort." The school improvement agenda can only be accomplished with the involvement of teachers. The Carnegie Forum

on Education and the Economy put it bluntly: "It is certainly true that real reform cannot be accomplished despite teachers. It will only come with their active participation."

The legislation being reported by the Committee will help create an elementary and secondary school teaching force ready for the 21st century. It addresses the twin issues of recruitment and retention of qualified teachers by establishing substantial programs for (1) attracting qualified persons into teaching; (2) educating prospective teachers; (3) enhancing the process by which new teachers are inducted into teaching service; (4) providing improved inservice education and retraining for current teachers to enable them to meet present and future demands of their profession; and (5) furthering the professionalism of teaching.

THE OVERALL CHALLENGE

The legislation is based on the knowledge that U.S. elementary and secondary schools currently face, and will continue to face, a dire shortage of qualified persons to teach our children and youth. The broad nature of this shortage is made manifest in the poor academic performance of our students. The litany of dismal performances by this country's students at all levels has been repeated so often it no longer sparks the concern it should. It is time to act.

The Committee's actions are not premised on a belief that there will be an absence of people to occupy teaching positions. The Committee recognizes that relatively few teaching positions remain vacant when a new school year begins and empty classrooms must be filled. As a result, this legislation focuses on the caliber and preparation of the individuals that are hired by school districts across the country to teach.

The Committee wants this Nation to be prepared to meet the challenge of hiring the more than 2.5 million new public and private school teachers that the U.S. Department of Education projects our schools will need during the 1990s. In the public sector alone, the number of new teachers likely to be needed in this decade is about equal to the number of teachers currently employed. These new teachers must be well trained, knowledgeable, and capable. There must be no shortcuts to filling teaching positions, and no lowering of standards.

But the hiring of new teachers is only one facet of our task. With an aging teaching corps, the pace of retirements is projected to rise during the 1990s. Exacerbating this loss of experienced talent is the attrition of those teachers who will abandon teaching, particularly during their initial years in the classroom. In testimony before the Subcommittee on Education, Arts, and Humanities, Sibyl Jacobson of the Metropolitan Life Insurance Company stated that a 1988 Harris poll showed 26 percent of all teachers expected to leave teaching within the next 5 years. Of particular importance, 34 percent of the teachers with less than 5 years of experience anticipated changing careers within that time period. The National Education Association reports that 20 percent of new teachers leave during their first year on the job, and over 50 percent leave before reaching their sixth year. Keeping our current teachers teaching must complement efforts to recruit new teachers.

SPECIFIC, CRITICAL NEEDS

This legislation addresses current shortages and shortages likely to become more severe, specifically: the number of qualified minority teachers; the number of teachers in specific subject areas such as mathematics, science, bilingual education, preschool education, and special education; and the number of teachers in specific geographic areas, particularly the inner cities and rural areas. The Committee was persuaded to act by strong evidence of shortages that have surfaced and worsened despite past and current Federal efforts.

Efforts must be made to reverse the downward trend in minority representation in the teaching force. We can ill afford to lose our minority teachers at a time when the minority student population in our public schools is rapidly rising. The capacity of the teaching force to respond to and serve the diverse needs of all students will be diminished if we cannot increase the number of minority teachers. The current imbalance is clear. Minority students make up 30 percent of public elementary and secondary school enrollments while only 10 percent of public school teachers are minorities.

The percentage of minority teachers is dwindling. The American Association of Colleges of Teacher Education, in 'Teacher Education Pipeline', analyzed the racial and ethnic composition of prospective teachers moving through teacher education programs. The Association concluded that, under the present system, minority representation among elementary and secondary students will be "far greater than that of the future teaching force." AACTE has projected that, if current population trends continue, the population of minority teachers will fall below 5 percent by 1995.

The problems are not just recruiting minority teachers and helping them navigate the shoals of teacher education and entrance tests. Retention is critical. Metropolitan Life's teacher poll showed that, in 1988, minority teachers were much more likely than all teachers to say they planned to leave teaching within 5 years—40 percent compared to 26 percent.

Judy Johnston, testifying before the Committee on behalf of the Council of the Great City Schools, pointed out that inner city schools, where minority students are most likely to be found, are particularly likely to experience an imbalance in minority representation between students and teachers. Seventy percent of the students in the Council's 45 member urban districts are minority, as compared with 32 percent of the teachers.

There is a critical link between minority representation among teachers and the ability of this Nation to regain its competitive economic edge. Shirley McBay, Dean for Student Affairs at MIT, testified before the Committee that the prospect of meeting our future need for mathematics, science, and engineering talent rests in doing a better job of attracting minorities into these subject areas and preparing them for careers in these fields.

According to the most recent data, a majority of high school principals report difficulty hiring "fully qualified" teachers in the subjects of physics, chemistry, computer science, and math, among others. In some schools, high school students do not have access to the full array of basic science courses. The National Science Teach-

ers' Association has reported that nearly one-third of all high school students take math or science from a teacher "not qualified" to teach that course. At the elementary level, where individual teachers typically have responsibility for all subject matter, only slightly more than one-quarter of them feel "well qualified" to teach life sciences. Even smaller percentages characterize themselves as "well qualified" to teach the physical and earth sciences.

Another field with serious deficits in the number of qualified teachers is bilingual education. According to the 1990 report from the Association for School, College, and University Staffing, Inc. (ASCUS), its teacher placement officers report that bilingual education is a field with a "considerable shortage" of teachers. According to the School and Staffing Survey prepared by the U.S. Education Department, in 1988 there were substantially more teachers teaching bilingual education who had neither majored in their subject, nor were certified to teach their subject, than in any other assignment field except computer science.

According to the Teacher Language Skill Survey (TLSS), in 1981, 50 percent of all public school teacher interacted with limited English proficient students, but only 6 percent had taken a course involving second language instruction. The Education Department reported in 1984 that 504,000 teachers (25 percent of all teachers) had limited English proficient students in their classes, but 345,000 (68 percent) of these teachers had no training in bilingual or English-as-a-Second-Language teaching methodology. Furthermore, 56,000 teachers use native language instruction, but only 40 percent of those teachers are fully trained to do so. Almost 103,000 teachers use English-as-a-Second Language instruction, but only 39 percent have received training and only 11 percent are fully trained.

The shortage of bilingual teachers is especially critical in light of current population trends. In 1986, language minority students constituted at least 20 percent of the student population in the United States. Between 1985 and 2000, the language minority population will increase at two and one-half times the rate of the general student population.

Students with disabilities also face a real shortage of qualified teachers. Recently, representatives of special education teachers, administrators, and handicapped children testified before the House Subcommittee on Select Education and the Senate Subcommittee on Disability Policy that the current shortage of special education teachers was a "national emergency" and likely to attain "crisis proportions" in the future. They asserted that there was an absolute shortage of approximately 9 percent in the availability of special education teachers. Such a figure probably understates the real shortage, according to these groups, because some States may underreport their needs and a significant percentage of positions may be filled with uncertified teachers. The 1990 ASCUS report showed various special education fields as among those with the greatest shortages.

In addition to students with disabilities in self-contained classes, about 67 percent of students with disabilities are in "mainstreamed" regular education classrooms, according to the Council for Exceptional Children. Increasingly, students with disabilities may have complicated medical or other procedures which a teacher

is called upon to understand and handle. Most such teachers receive little or no relevant training.

Finally, as more and more parents seek to enroll their children in pre-kindergarten programs, the field of early childhood development is an area with a growing shortage of qualified teachers. According to the Bureau of Labor Statistics, between 1986 and 1987, 18 percent of pre-kindergarten and kindergarten teachers left the field, yet before the year 2000, the demand for preschool teachers is expected to increase 36 percent. Since 44 percent of pre-kindergarten and kindergarten teachers have been on the job for less than two years, there is an equal concern about the level of experience among teachers of our youngest students.

It is the Committee's intention to address these "critical needs" through programs authorized in this legislation. Loan forgiveness, Teachers Corps Scholarships, and McAuliffe Career Teacher Corps Fellowships focus on individuals teaching in these shortage fields and geographic locales. Inservice training and professional development activities authorized in this legislation place special emphasis on training teachers to teach an increasingly heterogeneous class of students from various cultural and language backgrounds, disabled students, and others in "mixed ability" classrooms.

IV. Committee Views

S. 1676, the National Teacher Act of 1990, consists of four titles targeted to current and prospective teaching needs and designed to ensure that the Nation will have the highly qualified teaching force it requires not only today but well into the 21st Century.

TITLE I—RECRUITMENT

The Committee believes that one of the keys to transforming our teaching force is to recruit highly capable individuals. There is no single approach to recruitment that will meet the country's needs. Thus, the legislation provides several mechanisms to attract these talented individuals through loan forgiveness, scholarships with a teacher service payback, and a carefully structured process of inducting new teachers into the profession.

The Committee recognizes that one of the greatest barriers preventing new graduates from choosing teaching as a career is the historically low salaries paid in the profession. This is particularly problematic in light of the increasing debt burden on students who have had to borrow heavily to finance their college education. While the Committee recognizes that it is not within the federal purview to address the issue of low teacher salaries directly, the Committee believes that reducing this debt burden through loan forgiveness and scholarships will serve as an income bonus to encourage new entrants into the teaching profession.

Part A—Loan Forgiveness for Teachers Demonstration Program

The Federal Government has a long history of providing loan forgiveness to attract college students to a teaching career. As early as 1958, the National Defense Student Loans offered cancellation of loans to students who entered the teaching profession. The Higher Education Act continues to provide loan cancellation through the

Perkins Loan Program (successor to the NDSL) for teachers working with certain disadvantaged students, including those with special needs and those in areas of considerable poverty.

In recent years, the States have also become very active in this area. Overall, about two-thirds of the States support loan forgiveness or scholarship programs with service payback in order to recruit new persons into teaching.

Testimony before the Committee favored providing forgiveness to Stafford Loan borrowers who teach, particularly in light of the financial burden students are taking on in order to complete their education. Dallas Martin, President of the National Association of Student Financial Aid Administrators, in his testimony asserted that "offering loan forgiveness to those who teach in critical need areas will certainly provide some needed financial relief." Constantine W. Curris, President of the University of Northern Iowa, testifying on behalf of the American Association of State Colleges and Universities, endorsed the concept of loan forgiveness, pointing to the experience with forgiveness of Perkins Loans as evidence of the effectiveness of this approach to recruitment.

The Committee's bill establishes a program under which the Secretary of Education will repay Stafford Loans for any borrower who teaches mathematics, science, foreign languages, special education, bilingual education, or another subject area experiencing shortages, on a full-time basis in an elementary or secondary school eligible for cancellation under the Perkins Loan forgiveness program. The selection of schools eligible for cancellation under the Perkins Loan program targets the assistance to individuals teaching in schools with a sizeable student population living in poverty. Currently, schools eligible for Perkins cancellation must have 30% or more of their student enrollment of poverty-level families as counted for purposes of distributing Chapter 1 compensatory education grants. Furthermore, the number of schools eligible for Perkins loan cancellation is limited to 50 percent of the schools in a State that receive Chapter 1 assistance.

In this bill, forgiveness is provided for Stafford Loans incurred during a borrower's last two years of undergraduate education at the rate of 15 percent per year for the first two years of teaching; 20 percent per year for the 3rd and 4th years of teaching; and 30 percent for the 5th year. For individuals who do not apply for Stafford loan forgiveness for undergraduate loans, Stafford loan forgiveness is available for up to two years of post-baccalaureate study leading to a teaching certificate. No more than a total of two years of undergraduate or graduate study loans will be forgiven per person.

The bill provides that the new Stafford loan forgiveness program will become effective June 1, 1992, with the first loans available for the academic year 1992-93. This delayed starting date will give the Committee another opportunity to examine this program during the reauthorization of the Higher Education Act in 1991.

Part B—Paul Douglas Teacher Scholarship

Between 1973 and 1983, the SAT scores of college-bound seniors intending to major in education declined faster than the overall average SAT scores. The next two years saw the gap narrow by sever-

al points, but it now appears to have reached a plateau. The average high school senior intending to teach scores about 21 points lower than the national average on the verbal portion of the SAT, and about 35 points lower on the math portion of the test. While the SAT is not necessarily a predictor of effectiveness as a teacher, the Committee believes that these trends are a reflection of the tendency of America's brightest students to enter other professions, such as business, law, or medicine, instead of teaching.

In 1984, Congress created a scholarship program for top students who were planning to become teachers. Renamed in 1986 for the late Paul Douglas, the eminent three-term Senator from Illinois, the Paul Douglas Teacher Scholarship Program provides up to $5000 in assistance to students who are in the top 10 percent of their high school class and who agree to teach for two years for each year of assistance they receive. Data from the U.S. Department of Education shows that from its inception through FY 1988, the program has served over 5,500 scholars. The effectiveness of the program is revealed by the fact that, as of June 30, 1989, fully 93 percent, or 1,015, of the Douglas Scholars who had completed their course of study by the prior year had begun teaching.

Despite some early growth in the annual funding level for this program, recent funding has leveled off. Initial funding in FY 1986 was $9.6 million; funding rose to $15.5 million FY 1987. The FY 1990 appropriation is $14.9 million. The stated purpose of this law is to provide 10,000 scholarships for future teachers. S. 1676 doubles the authorized level of funding for Paul Douglas Scholarships, bringing it to $27 million in 1991 and such sums as necessary through 1995. It is hoped that this increase in authorization will bring the nation closer to the 10,000 scholarship goal.

Part C—Teacher Corps

Background

Twenty-five years ago, Congress authorized the original Teacher Corps program as part of the Higher Education Act of 1965. President Lyndon B. Johnson, in calling for its creation, said that it would "enlist thousands of dedicated teachers to work alongside local teachers in city slums and in areas of rural poverty, where they can really serve their nation." Until it was phased out by the Omnibus Budget Reconciliation Act of 1981, the Teacher Corps program had indeed proven to be an effective means of preparing teachers for disadvantaged students. Teams of teacher interns, led by experienced teachers, provided instruction primarily to the disadvantaged and, concurrently, attended local colleges and universities, earning teacher education degrees and meeting qualifications for State certification. The Committee heard testimony on the powerful influence of the original Teacher Corps program on individual careers. As recounted by Dr. Beverly Caffee Glenn, Dean of the School of Education at Howard University:

> I would like to say that I am a former Teacher Corps intern of the 1960s. [E]ssentially the Teacher Corps changed by life, and changed me from a math and science major to a teacher, and I am proud to be a teacher.

It is in the spirit of the original Teacher Corps program that S. 1676 authorizes a new Teacher Corps program. Some elements of the new program differ from ther original. For example, under the new Teacher Corps, members will be employees of the school district in which they work and will receive the same compensation as other new teachers, rather than being considered federal employees and working for a nominal stipend as under the original program. However, the Committee hopes that a esprit de corps similar to that of the original program will be created through activities conducted by the Secretary which foster communication among, and bring together members of the new Teacher Corps. Coupled with the Christa McAuliffe Career Teacher Corps program authorized under Title II of the bill, the Committee is creating an undated version of the Teacher Corps program designed to meet our need for highly qualified teachers by enabling them to enter teaching in a structured and supportive fashion.

Teacher Corps scholarships

The bill establishes a program of Teacher Corps scholarships of $5,000 a year to cover up to three years of the cost of education while recipients are enrolled in baccalaureate or associate's degree programs; one- to two-year graduate programs leading to masters or specialist degrees, or teaching certificates; two-year programs leading to associate's degrees in early childhood education or development; or one-year programs leading to a child development associate credential. Scholarship recipients are members of the Teacher Corps. It should be stressed that graduate level study can be supported by these scholarships during the first three years of teaching. Further, to serve the individuals who, in increasing numbers across the country, are switching to teaching from other careers, the Committee authorizes scholarship support for the costs incurred in meeting educational requirements for such individuals.

Selection of Teacher Corps members

Each State educational agency (SEA), working in cooperation with the State higher education agency, is to establish the criteria used to select Teacher Corps members within the State. These criteria, it must be stressed, are to be designed to attract highly qualified persons to teaching and to meet each State's teacher shortages. These criteria are to include strong academic promise in the case of current college students or recent college graduates; the contributions to education that might be made by those who have been working in other careers; and interest, skill, or experience in fields in which a state has determined that there is a shortage of teachers.

The legislation directs the SEA to give special consideration in selecting Teacher Crops members to those intending to teach pupils with special needs—students with disabilities, students with limited English proficiency, and preschool age children, as these are areas in which the Committee has identified particularly acute shortages, discussed above. Further, the Committee legislation requires the SEA to give priority consideration to selecting as Teacher Corps members individuals from groups underrepresented in teaching or underrepresented in the curricular areas in which they

will teach. These underrepresented groups include minorities and the disabled. Scholarships are also to be available, at SEA discretion, for individuals training to become school psychologists, school social workers, or school counselors.

This scholarship assistance is to be considered in determining eligibility for the various student aid programs authorized by Title IV of the Higher Education Act. The Teacher Corps scholarship, in combination with Title IV student assistance, if any, cannot exceed a scholarship recipient's cost of attendance. Although the Committee limits the combined package of aid to no more than the cost of attendance, it does provide that any reduction in the aid package required to meet the cost of attendance threshold is to first come from reductions in the loan programs authorized by Title IV—Stafford, Perkins, and Income-Contingent Loans. Also, if the scholarship itself exceeds the cost of attendance, it is to be reduced to reflect that school's cost of attendance.

Obligations of Teacher Corps members

Acceptance of the Teacher Corps Scholarship carries with it certain important obligations. Recipients must teach for 5 years in certain schools, qualifying for cancellation under the Perkins Loan program; they must achieve full teacher certification within three years or as soon as permitted by State law; they must participate in a new-teacher induction program, including working with a mentor teacher, during at least the first year of teaching; and they must participate, during their fifth year of teaching, as mentors in such induction programs for new Teacher Corps members, or make some other contribution to the induction program.

The five year period for service payback was chosen by the Committee because data from the American Federation of Teachers and others indicates that most teacher attrition occurs during the first five years of teaching. If teachers remain in the classroom for 5 years, evidence indicates, they are more likely to remain there for their careers. While there is no requirement under Teacher Corps that members teach longer than 5 years, it is hoped that by requiring teachers to work for this period, some will choose to make teaching a career.

In the event Teacher Corps members do not provide the 5 years of teaching service required, they must repay the scholarship assistance to their SEA with interest and any reasonable collection fees. The percentage of the scholarship assistance that must be repaid for noncompliance is adjusted according to the number of years, if any, that Teacher Corps members have actually taught. Members must repay 100 percent of the scholarship aid if they teach for less than one year or not at all; 90 percent if they teach at least one year but less than two years; 80 percent if they teach at least two years but less than three; 60 percent if they teach at least three years but less than four; and 30 percent if they teach four years but less than five.

The applicable interest rate is the highest rate allowed under Title IV of the Higher Education Act. This was chosen by the Committee rather than a lower rate because the Committee wants to ensure that applicants for Teacher Corps scholarships are serious about their commitment to teach for five years. Individuals who

are not sure about such a commitment would be better off with a low-interest student loan even though the maximum amount available and the duration are less favorable. The Committee did not, however, choose a higher interest rate or a high penalty because the Committee does not want any individual who feels they simply cannot honor their 5-year commitment to feel trapped in a classroom in whcih they really don't want to be because of an overwhelming financial obligation.

The Committee provides some of the same waivers for service or repayment that are applied in the Paul Douglas Teacher Scholarship program authorized by the Higher Education Act—for military service or temporary total disability (both available for up to three years), for any period of permanent total disability, or for death. Further, the Secretary of Education may waive some or all of the service or repayment obligations for Teacher Corps members for whom compliance would be impossible or involve extreme hardship, or when efforts to secure service or repayment would be unconscionable.

The program will rely on eligibility for Perkins Loan forgiveness in determining the schools in which Teacher Corps members can teach to meet their service requirements, but will limit the number of eligible schools to not more than 25 percent of the schools receiving Chapter 1 compensatory education assistance in any State, and these schools will be the poorest in the State. This differs from Perkins Loan forgiveness program which also targets poor schools, but limits the number of eligible schools to 50 percent of a State's Chapter 1 schools.

The Committee has chosen to further limit the number of schools in which Teacher Corps members can teach in order to place Teacher Corps members in the neediest schools, where it is often most difficult to attract and retain qualified teachers. In inner cities, for example, the Education Department reported in 1985 that teacher shortages were two and one-half times greater than the national average, and the Metropolitan Life Survey of the American Teacher in 1985 reported that inner city teachers were more likely to have considered leaving teaching for another occupation, and more likely to feel very likely to leave within the next five years, than teachers in any other kind of school district.

Currently, in order to determine the schools in which teachers may teach to be eligible for Perkins loan forgiveness, States rank order their schools by poverty. States then designate which are Perkins schools by going down that list, starting with the poorest schools, and designating the number which represents no more than half of the Chapter 1 schools in the State. This list of schools approximates 30 percent of the schools across the country. It is the Committee's intent to further target the poorest schools for purposes of directing Teacher Corps members. Therefore, it is intended that States will use the same poverty-ranked list used to determine Perkins schools, but the number of schools which will be designated as Teacher Corps schools will be limited to (the poorest) 25 percent of their Chapter 1 schools.

Structured induction into teaching

Perhaps the most critical feature of the Teacher Corps program is the required participation in a structured induction program during at least the first year of teaching. Although the Committee believes our educational system must take the steps necessary to ensure that well-prepared, capable individuals are brought into teaching, it is evident that the system must also provide them with the additional support needed to persist and prosper during their initial years of teaching. This is a particularly important issue for urban school districts with disadvantaged student populations. In testimony before the Committee, Dr. Beverly Glenn, Dean of Education at Howard University, cited a startling and deeply troubling statistic that 73 percent of all first-year teachers in the New York City schools quit by Christmas of their first year. This is also borne out by the NEA data cited above which shows 50 percent of new teachers nationally quitting before reaching their sixth year. Such high turnover during the early years of teaching has been attributed in part to the fact that new teachers are typically thrown into the classroom with no continuing support from other teachers or administrators.

When our teaching force needs to retain every good teacher it has, the traditional method of "sink or swim" used to introduce neophyte teachers to the profession has no place. This is being increasingly recognized by States and localities. Surveys by the American Association of Colleges of Teacher Education and the National Governors' Association reveal that today there are 32 State programs for new-teacher induction being conducted either statewide or on a pilot basis. Initial results indicate that such induction programs can reduce new teacher turnover. The new Teacher Corps program will further this development.

The Committee also believes that individuals in their last year of Teacher Corps membership would be in an ideal position to help "induct" new Teacher Corps members into the classroom. However, the Committee leaves it up to the LEA to determine, on a case-by-case basis, whether an individual is better suited to act as a mentor to new Teacher Corps members, or to make some other contribution to an induction program.

In keeping with the importance of the process of introducing new teachers to teaching, grants to local educational agencies (LEAs) are to be used principally for induction programs for new Teacher Corps members and other new teachers, which may be developed in cooperation with higher education institutions. Although these induction programs may have a variety of components, the Committee has identified certain ones in particular as important for inclusion—orientation activities for new teachers; the use of experienced teachers as mentors to the new teacher during at least their first year of teaching; guidance on content and use of the curriculum; and preparation of new and current teachers for responding to the growing representation of different groups among enrolled students, including disadvantaged students, those with disabilities, and limited English proficient students, as well as those from different cultures.

SEA uses of funds

With Federal funds for this program allocated among the States based on school-age population, SEAs or pre-existing panels experienced in administering similar programs play a key role as administrators of the Teacher Corps program. SEAs are to make grants to LEAs for the establishment and expansion of induction and teacher mentoring programs for new Teacher Corps members and other new teachers, and provide technical assistance to LEAs on such programs. Priority must be given in awarding these grants to LEAs with the largest proportion of disadvantaged students. In addition, SEAs are to evaluate Teacher Corps scholarship applications, award these scholarships, make sure that recipients understand their repayment obligations, and assist in the placement of Teacher Corps members in teaching positions. The Committee believes the responsibility of the SEA to assist in the placement of Teacher Corps members is particularly important. While it is not a requirement that the SEA ensure that every Teacher Corps member has secured a job since employment decisions must be made by LEAs and Teacher Corps members, the Committee believes it would greatly undermine the success of the Teacher Corps if individuals were given scholarships while in school, and were then unable to secure jobs in the field. Therefore, an SEA should not apply for funds and award scholarships in excess of the positions it expects to fill. The SEA is therefore required to assess its teacher shortage as part of its application for funds.

SEA's are also to administer in-service teacher training and mentoring programs for Teacher Corps members at both the State and local levels, as well as collect any repayments made by members who fall into noncompliance. Funds collected by the SEAs as repayments are to be used for additional Teacher Corps scholarships.

Dissemination of information

The Committee wants to emphasize that the success of this program depends to a great extent on vigorous dissemination of information about the availability and nature of the scholarship assistance authorized by this Part. To that end, the Secretary of Education is required to distribute information on a national basis to persons leaving the armed services. More importantly, the legislation requires each participating SEA to publicize the availability of these scholarships, targeting, in particular, students engaged in teaching-related activities in programs such as summer teaching institutes and future teacher clubs; higher education institutions, especially schools with large minority enrollments and historically Black colleges and universities; secondary schools, particularly those whose proportion of minority enrollment exceeds the statewide average; individuals participating in the TRIO programs authorized by the Higher Education Act and those leaving the armed services; community-based organizations engaged in efforts to improve minority education; and other entities likely to attract individuals who might switch from other careers into teaching.

Authorized funding level

The annual authorized appropriations for the program is $50 million for FY 1991 and such sums as necessary for FY 1992 through FY 1995. In FY 1991, not more than $20 million of the annual appropriation will be available for SEA grants to LEAs and for authorized LEA activities. It is estimated that the number of scholarships which could be awarded in any single year at the fully authorized level is at least 5,400 if the full $20 million authorized is used for LEA grants and only $30 million is available for scholarships, or as many as 10,000, if all $50 million is used for scholarships.

To preserve the viability of the Paul Douglas Teacher Scholarship program, the legislation precludes any appropriation for the new Teacher Corps program unless the annual appropriation for the Paul Douglas Teacher Scholarship program equals or exceeds $15 million (slightly more than the FY 1990 appropriation level for the program).

Part D—Foreign Language Competence for the Future

Background

To strengthen the instruction of foreign languages in the Nation's elementary and secondary schools, the bill includes the Foreign Language Competence for the Future Act of 1990. This Nation has a serious foreign language deficit. The Subcommittee on Education, Arts and Humanities held a hearing on the Foreign Language Competence for the Future Act on October 31, 1989. Witnesses before the Subcommittee testified that too few of our students study and master foreign languages; too few of our elementary and secondary schools offer foreign language instruction; and we have too few foreign language teachers. The good news is that students are beginning to enroll in foreign language courses at increasing rates. For example, according to data from the U.S. Department of Education, the percentage of secondary school students enrolled in one or more foreign language courses jumped from 23.3 percent in 1982 to 32.2 percent in 1985. Nevertheless, this recent surge in participation has exacerbated the difficulties of finding qualified foreign language teachers. When the Joint National Committee for Languages surveyed the foreign language supervisors in each SEA at the end of 1988, 40 percent of the respondents reported a shortage of foreign language teachers at the elementary school level, while 48 percent reported shortages at the secondary school level.

Demonstration grants to consortia

The legislation included in S. 1676 builds on what was learned during that hearing. It authorizes the Secretary of Education to make demonstration grants to consortia, each of which must include a college or university, a secondary school experienced in teaching critical foreign languages, and a secondary school with at least 25 percent of its enrollment from poverty level families (those eligible to be counted under the Chapter 1 compensatory education program of the Elementary and Secondary Education Act). The consortia may also include a not-for-profit organization such as an

institution with extensive experience in graduate level training of language instructors.

The Committee believes that demonstration grants for eligible consortia, as defined above, would encourage the institution of higher education and the secondary schools with experience in the teaching of critical languages to share their resources and experience with schools which face shortages in qualified teachers and necessary instructional materials and resources.

Not more than $2 million may be granted to any one consortium in a fiscal year but, the grant to any consortium must be sufficiently large to support program of comprehensive instruction of foreign languages. These grants are to be used to, among other activities, operate critical languages and area studies programs, develop and acquire educational equipment and materials, and develop teacher training programs. Critical foreign language and area studies is defined by the Secretary in the Federal Register of April 15, 1985, page 14743 and 14744.

The Committee believes that foreing language instruction can be significantly enhanced through studying abroad and through cultural exchange activities. As a result, each consortia supported by these grants must include one or both activities. In order to be eligible for a grant, an eligible consortia must either: (1) have had, as part of its program, a sudy abroad or cultural exchange program, or (2) demonstrate that a study abroad or cultural exchange program with which they are affiliated has been in operation for at least one year.

S. 1676 authorizes an FY 1991 appropriation of $15 million for the Foreign Language Competence for the Future Act of 1990, and such sums as may be necessary for FY 1992 through FY 1995.

Finally, Part D includes an amendment to the Star Schools Program Assistance Act (Title IX, Education for Economic Security Act) that requires any applicant for funding, who intends to develop instructional programs, to assure that teachers of apporpriate subject matter and grade level will be consulted in designing the programming. This is sound policy regardless of the subject matter of the programming. The amendment also extends the authorization of funding for the Star Schools program through FY 1993 at a level of such sums as may be necessary, so that the Star Schools Program will expire at the same time as the other elementary and secondary education programs authorized as part of the Hawkins-Stafford Amendments of 1988.

Part E—Miscellaneous Provision

To ensure efficient implementation of the Stafford Loan forgiveness program authorized by the legislation, as well as the new Teacher Corps program, the bill amends the Higher Education Act to permit the Secretary of Education to use the prior year's list of schools eligible for Perkins Loan cancellation in the event that a new list is not available before May 1 of any year. Further, the amendment to the Higher Education Act will provide continuity for teachers receiving loan forgiveness. An individual, who is teaching in a school that in the prior year was eligible for forgiveness, but which in a subsequent year fails to be eligible, is permitted to continue teaching in such school and to continue to receive loan

forgiveness. This change is made to eliminate the situation in which teachers seeking loan forgiveness are forced to switch schools before their five-year service period is up, if the school in which they are teaching changes from eligible to ineligible status. The de facto forced transfer which results can be disruptive to teachers and students alike. It is intended, however, that new first-year teachers will continue to be required to begin their teaching in schools on the most currently available Perkins list in order to receive loan forgiveness.

TITLE II—TEACHER ENHANCEMENT

Background

Teachers in the classroom are isolated from other teachers, from cooperative contact with administrators, from scholars in their respective fields, and from new research on specific subjects and on teaching. The second title of the Committee's bill takes substantial steps to remedy that isolation and improve teachers' capacity to teach. It responds to the urgent need to strengthen the capabilities of teachers already in the classroom by providing school districts, their teachers, as well as administrators, with access to the best scholars, in-service training, and research in designated fields. Further, this title links school districts with higher education institutions, and private nonprofit educational organizations, in a collaborative network of National Teacher Academies and Professional Development Schools. The Committee is in strong agreement with Constantine W. Curris, testifying on behalf of the American Association of State Colleges and Universities, who supported these programs, but stressed that "critical to their promise of success is the collaboration between education practioners and the professionals incorporated in each of these initiatives."

For experienced teachers, the legislation provides Christa McAuliffe Career Teacher Corps Fellowships to enable them to work on important projects for educational improvement as well as revamping their own skills or learning a new specialty area. These fellowship recipients become members of the Christa McAuliffe Career Teacher Corps and are encouraged, upon their return to the classroom, to participate in the new-teacher induction and mentoring programs initiated under the Teacher Corps program for new teachers authorized by Title I of this bill.

Part A—National Teacher Academies

Need for the Academies

There is, in the Committee's view, a very pressing need for improved in-service training programs for teachers already in the classroom. At present, there is a paucity of such programs, particularly compared with what is occurring in the private sector.

On any given day, IBM is training 22,000 of its employees. That amounts to more than 7 million students a year, which is the equivalent of the work of a major university schedule. The annual cost of this training to IBM is $1.5 billion, not including the participants' time. IBM is not alone in its efforts to upgrade the competence of its workers. According to a survey of Fortune 500 compa-

S.Rept. 101-360 0 - 90 - 2

nies by the Wall Street Journal, 70% said they planned to spend more on education and training of their employees this year because rapid changes have "upskilled" most job categories.

Unfortunately, there are no firm, comparable, or even reliable figures on how much money is expended on the in-service education of teachers in the United States. Some figures from California, however, do indicate that a relatively small portion of taxpayer dollars are invested in this area.

In 1988, the State of California released results of a year-long study of staff development for teachers and administrators. According to that study, categorical staff development programs for California's teachers and administrators were only 2% of total educational funding.

If this nation is to make sure that its children receive first-rate instruction, it must make sure that the teachers of those children also receive first-rate instruction in their preparatory education and training and in their inservice education once they are in the classroom. The National Teacher Academies and the Professional Development Schools will do much, in the Committee's view, to move in that direction, and to alter a situation in which far too little attention is paid to the in-service education of those already in the classroom.

Establishment of the Academies

S. 1676 establishes a network of National Teacher Academies, each of which will provide in-service training to teachers in one of the following fields: basic skills and literacy instruction; civics and government; the National Writing Project; mathematics; foreign languages; history, geography, and sociology; economics; life sciences; physical sciences; and the arts.

The National Academies are to be administered by institutions of higher education, private nonprofit educational organizations of demonstrated effectiveness in the field, or combinations of these entities. The Committee stresses the eligible applicants for grants to administer each of the National Academies must have demonstrated track records of expertise in the appropriate subject area and in the in-service training of teachers.

Grants to administer a National Academy are to be awarded competitively for a period of five years and are to be renewable. This time frame, in the Committee's opinion, allows for the kind of continuity and sustained effort that is needed if significant numbers of teachers are to be trained and a significant impact is to be felt in local schools throughout America.

The legislation requires the Secretary of Education to give special consideration in selecting grantees to applicants that already have had experience in establishing and operating effective national networks and in providing assistance to state and local teacher training programs in the subject areas designated in the legislation. In this regard, the Committee has in mind, as a model, the excellent in-service education programs provided by the Center for Civic Education in Calabasas, California.

The Committee does not intend by the subject areas listed in this part to limit participation to teachers who specialize in the subject areas of each National Academy. Rather, teachers may participate

in a National Academy in a subject different from their area of concentration or their primary assignment.

In particular, it is expected that teachers with broader areas of assignment, such as vocational education or bilingual education, will be encouraged to take part in the National Academies and Professional Development Schools' programs in an area of the individual teacher's choice. For example, a vocational education teacher may well benefit from participating in a National Academy on Basic Skills and Literacy Instruction, and that teacher should most certainly be encouraged to do so.

Activities of the Academies

In response to needs indentified by research and in the testimony submitted to the Committee by such noted educators as Dr. Margaret S. Branson, Administrator of the Division of Instructional Services of the Kern County Superintendent of Schools Office in Bakersfield, California, the Committee has determined that there should be distinct division between the amount of time spent on studying basic course content and the amount of time spent on methods of instruction.

As specified in the legislation, 70% of the teacher's time will be devoted to studying basic course content relevant to the particular subject field under the tutelage of accomplished and prominent scholars in the fields of focus by each National Teacher Academy. The remainder of the time, 30%, will be devoted to methods of instruction that research has demonstrated to be most efficacious and to the planning of inservice training programs to be conducted by the Professional Development Schools in Part B of Title II of this legislation.

The focus on course content is particularly important in light of the fact that many teachers today are assigned to teach courses that are not in the field for which they were trained and in which they have received little or no formal instruction.

These limits, of course, are not to apply to an application to administer a National Teacher Academy on Basic Skills and Literacy Instruction because for that particular area, a greater emphasis on instructional methodology would be most appropriate.

Another noteworthy provision of this legislation is the designation and training of leadership teams (discussed below) who, in turn, will provide in-service training for teachers in the Professional Development Schools. The result will be the establishment of a national network of individuals prepared to assist in the design and implementation of exemplary teacher education programs throughout the nation.

It is the Committee's belief that the National Teacher Academies will provide an important means for teachers to strengthen their own knowledge base and to be brought abreast of new scholarship in the subjects they teach. Also, by capitalizing on the most recent applied research findings concerning education and the classroom, the National Teacher Academies will not only acquaint large numbers of teachers with that research but also provide important instruction on how it can best be used to upgrade and improve classroom teaching.

The Committee believes that the National Teacher Academies offer a viable, sustained and systematic plan for the continuing education of our nation's teachers. Further, the link with the Professional Development Schools will help insure a more effective use and sharing of the talents and expertise of America's most talented and successful teachers.

National Writing Project

The Committee has separately authorized the Secretary of Education to provide a grant to the National Writing Project, a currently established nonprofit educational organization working to improve students' writing and the teaching of writing, for the operation of a National Teacher Academy. The National Writing Project is an expanding network of university-school programs based on the staff development model and program design of the Berkeley Bay Area Writing Project. Since 1973, the National Writing Project has been firmly committed to the belief that teachers are the key to educational change.

Writing Project sites throughout the country work toward improving the teaching of writing in several ways. Each National Writing Project site identifies and selects teachers of writing from all levels of instruction and every discipline in its geographical area and brings these teachers together on its campus for an intensive summer institute. At these institutes teachers demonstrate their most successful classroom practices, study current theory and research in the teaching of writing, and write to experience writing in a variety of forms. Throughout the year, follow-up programs continue to train these teacher consultants who, under the sponsorship of the Writing Project, conduct school-year inservice programs for classroom teachers, kindergarten through college and become part of the National Writing Project teacher network of "teachers—teaching teachers—to teach writing."

Under this Section, the Secretary is authorized to make a grant to the National Writing Project to support each of the existing sites, including those sites that have become inactive due to lack of funds, and to establish new sites. Support is provided through required contracts with institutions of higher education, on a dollar-for-dollar matching basis up to $40,000 per site or $200,000 for state-wide programs consisting of at least five individual sites. The Committee intends that priority be given in the development of new sites to applications from states that do not already have National Writing Project sites, with a goal of reaching a nation-wide network of 250 sites. The matching requirement, or a portion thereof, may be waived if the National Writing Project National Advisory Board determines, on a case-by-case basis, that such waiver is necessary due to extreme financial limitations of the site.

The National Writing Project will also use funds provided under this grant to continue and strengthen the dissemination of materials on effective teaching practice in the area of writing and to conduct workshops to facilitate the exchange of information regarding the latest developments in effective teaching practice in the area of writing.

The legislation authorizes the National Writing Project to provide small grants (not in excess of $2,000) to individual teachers to

support classroom-based research, publication of models of student writing, and research on effective ways to improve the teaching of writing. Not more than 5 percent of the amount awarded to the National Writing Project can be used for these competitive grants.

Authorized funding level

For the National Teacher Academies, S. 1676 authorizes $38 million for FY 1991 and such sums as necessary for FY 1992 through FY 1995. Not more than $7.5 million of the annual appropriation is authorized for each academy in each of the designated subject areas. If the annual appropriation is less than $75 million, the Secretary is to make grants of $7.5 million each to as many National Teacher Academies as possible, working down the list provided in Section 201 of the bill, until all appropriated funds are spent.

Part B—Professional Development Schools

Current teacher training and professional development programs leave many teachers inadequately prepared for working in today's classrooms. In addition, elementary and secondary schools need better access to the resources of institutions of higher education and, conversely, institutions of higher education must become more involved in improving elementary and secondary schools. The Committee recognizes the importance of implementing new and innovative teacher training programs that bind elementary and secondary schools and institutions of higher education together towards reaching a common goal for school improvement.

To this end, the Professional Development School is among the most promising innovations in teacher education. The school is operated through a partnership between an institution of higher education and a local educational agency. As envisioned in this legislation, the Professioal Development School is a designated elementary or secondary school that provides in-service training to teachers throughout a Congressional District. In addition, the school would provide college students who are interested in teaching and who are studying at an institution of higher education practical, on-site experience through internships and school-based projects.

While the National Teacher Academies train teachers primarily in specific subject areas, such as math, science, writing, and civics and government, the Professional Development School concentrates, in addition to content areas, on ways to adapt the teaching of these subjects to the needs of specific schools and student populations. Participating teachers will concentrate on (1) improving their ability to teach a culturally and racially diverse student body, including bilingual students, disadvantaged students, and disabled students; (2) increasing the involvement of parents in school activities; (3) developing school-based management programs; (4) collaborating with peers, particularly with teachers in vocational education, physical education, bilingual education, and other subject areas not otherwise listed, on teacher related projects; and (5) providing guidance to novice teachers and college students interested in teaching. These on-site activities distinguish the Professional Development School as a center of local inquiry dedicated to problem-solving in particular schools.

The keystone to the Professional Development School is the unique, equal partnership between the local education agency and the institution of higher education. The Committee recognizes that no one model for the Professional Development School can serve the needs of every school district. Taking this into account, the legislation gives considerable flexibility to grantees. Local educational agencies or private school systems can form partnerships with institutions of higher education or private non-profit organizations of demonstrated effectiveness in relevant areas. LEAs are free to designate more than one school as the site for a single Professional Development School. Experimentation and innovation is encouraged. In the event that no partner is an institution of higher education, section 224(b)(9) does not apply.

The Committee intends for grantees to develop mutually beneficial programs that recognize the strengths and weaknesses of both partners. For example, public school teachers and administrators have abundant field experience invaluable to college faculty and students concerned with teaching pre-college youth. Nonetheless, they often do not have the resources to ensure staff development and frequently lack the emphasis on research that can be critical part of practical problem solving. On the other hand, institutions of higher education emphasize research and problem solving and often have abundant training resources. Yet students and faculty may have few opportunities to acquire field experience, explore potential careers, or engage in on-site research. In addition, IHE's have a long term interest in improving the pool of high school graduates applying for college admission.

To facilitate this partnership between schools and colleges, the Committee encourages a crossover of faculty. School teachers and administrators might be involved in teacher training programs at the institution of higher education, for example, through participation in seminars, consultation on matters of curriculum, or the development of special, short-term fellowship positions in the institution of higher education. In addition, teachers might play a significant role in the school-based training of teacher candidates and novice teachers. Conversely, faculty from the institution of higher education might have a hand in developing academic course content, methods of instruction, and other activities pertinent to student learning and teacher training. Also, these higher education faculty might conduct seminars in their content areas at the Professiona! Development Schools. The Committee takes particular interest in programs that involve Arts and Science faculty and students in research, teaching, and career exploration activities in the Professional Development School.

The current legislation requires grantees to designate, as Professional Development Schools, those schools that are best able to provide services to teachers and administrators of at-risk students. This provision of consistent with the Committee's belief that the Professional Development School is not a model school, but a focus of professional development and inquiry that helps teachers throughout a congressional district transform their schools into model schools. Therefore, the Committee requires that all teachers within the grantee's jurisdiction benefit from the activities of the Professional Development School.

Though this legislation stresses the professional development of practicing teachers, the Committee sees no contradiction in Professional Development Schools that serve as both professional development centers for practicing teachers and as training grounds for novice teachers and college students. In fact, the Committee sees these two responsibilities within the primary mission of the Professional Development School, to prepare quality teachers.

The Committee also envisions Professional Development Schools as the umbrella under which many of the other inservice activities authorized in this legislation may be provided. For example, induction programs provided under the Teachers Corps program may be provided through Professional Development Schools. In addition, experienced teachers participating in the Christa McAuliffe Career Teacher Corps might use their award to participate in inservice training or study a new area of specialty at a Professional Development School. In any event, the legislation does require that teachers who have been trained in the National Academies, upon returning to the classroom, be involved with developing or providing inservice programs for other teachers at the Professional Development Schools. Recipients of Christa McAuliffe awards are encouraged to participate in the activities as well.

Section 224(b)(8) requires applicants to describe how the professional development school "will help teachers teach all students in mixed-ability classrooms." One goal of the Professional Development Schools should be to help teachers to be successful with all students in diverse classrooms. Research recently published by the National Center on Effective Secondary Schools notes that, for schools planning to stop tracking students by ability, cooperative learning and other small-group strategies in heterogeneous classes show considerable promise. To be effective, however, the author concludes that "an influx of resources for staff development, release time for planning instruction and evaluating student work, and/or teacher aides" are required. "Without such assistance, most teachers would be at a loss to deal with a sudden increase in the diversity of needs in their classes."

Finally, the Committee encourages the development of a network of Professional Development Schools so that teachers, administrators, and college faculty from different areas have an opportunity to share successful innovations and to work in consort to solve problems.

The Committee wishes to note existing school-based teacher training programs that have served as models for this part of the legislation. The Committee received testimony during the 101st Congress from Joseph Fernandez, then-Superintendent of the Dade County Schools in Miami, Florida, and from Judy Johnston, Director of the Schenley High School Teacher Center in Pittsburgh, Pennsylvania, both on behalf of the Council of the Great City Schools. Both the Dade Academy for Teaching Arts in Miami and the Schenley Teacher Center provide teachers throughout the school district with a variety of professional development activities. The core of these programs is a "mini-sabbatical" that brings teachers to the training school for several weeks of seminars and peer review. During this time, specially trained "replacement

teachers" take over their classes. Follow-up programs help teachers adapt what they have learned to their home school.

The Holmes Group, a consortium of over ninety research universities committed to improving teacher preparation, has published a seminal essay "Tomorrow's Schools" in which the basic principles of Professional Development Schools are first set forth in broad outline. The Committee would refer potential grantees to "Tomorrow's Schools" (1990: The Holmes Group) and its six principles for effective school-based training programs.

Allocation of funds

Each state education agency receives from the Secretary of Education an equal amount for each congressional district in the State. The SEA then awards competitive, five-year, renewable grants to local educational agencies or private school systems in partnership with institutions of higher education or private nonprofit organizations of demonstrated effectiveness in relevant areas. Grants are awarded on the basis of need, measured by the rate of teacher attrition and the portion of enrolled students considered at-risk of educational failure. The federal share of this program is 50%. No more than 10% of the SEA's allocation can be used for program evaluation, technical assistance, conducting the grant competition, and other administrative expenses.

The annual authorized appropriation is $50 million for FY 1990 and such sums as necessary for FY 1992 through FY 1995. It is estimated that at the fully authorized level, $115,000 in federal funds would be available to each Congressional District annually, to be matched by an equal amount of nonfederal funds. In the event that the total annual appropriation does not exceed $10 million, each SEA can use its allocation to establish a single Professional Development School that serves the entire State, or use its allocation to establish several Professional Development Schools, each of which would serve several congressional districts.

To meet unique needs of each state, SEAs are provided with other flexibility in determining the geographic area to be served by the Professional Development Schools. If several congressional districts are served by a single LEA, an SEA may aggregate the allocations for such individual congressional districts to establish one or more Professional Development Schools to serve that LEA. Furthermore, the legislation provides that SEAs may adjust the area to be served by a Professional Development School. This is intended to provide flexibility in situations where an LEA is split between congressional districts. In such instances, the area to be served by the Professional Development School may be adjusted to ensure that all teachers within a single LEA have access to the same Professional Development School.

Leadership teams

To strengthen the linkages between the Professional Development Schools and the National Academies, S. 1676 requires grants applicants to establish a three person leadership team for each National Academy. Composed of an elementary school teacher, a secondary school teacher, and an administrator who has authority in his or her school system to design and conduct in-service training

programs, each team will attend the summer institute at the appropriate National Academy and help develop and operate the Professional Development School.

Leadership teams are chosen by a steering Committee composed of ten individuals, at least half of whom must be teachers representative of, and chosen by, teacher organizations in the congressional district. The steering Committee has the additional responsibility of involving Christa McAuliffe Teacher Corps members in the development and operation of the Professional Development Schools.

Professional Development Schools must conduct annual in-service training programs in each of the course content areas for which teachers received training at the National Academies. These programs must involve teachers who attended the National Academies, address the subject area of the respective National Academy, and provide at least 50 teachers with 30 hours of instruction.

For the outlying Pacific areas of Guam, Palau, the Commonwealth of the Northern Mariana Islands, American Samoa, the Federated States of Micronesia, and the Republic of the Marshall Islands, S. 1676 provides authority for a single Professional Development School to be administered by the Center for the Advancement of Pacific Education. The Center may enter into contracts with other organizations with the requisite experience and capabilities to provide service in the designated curricular subjects. Further, the Center is to work with the leadership teams established in each of the Pacific areas listed above and selected by the agency responsible for elementary and secondary education in each of those areas.

Part C—Christa McAuliffe Career Teacher Corps

Experienced teachers in this country are seldom provided with opportunities for periods of sustained professional development. At best, brief in-service training programs mark their careers. Therefore, this bill converts the current Christa McAuliffe Fellowship program into the Christa McAuliffe Career Teachers Corps program, a complement to the Teacher Corps program for new teachers created by Title I of the legislation.

S. 1676 authorizes an appropriation of $27 million for FY 1991 for the Christa McAuliffe Career Teacher Corps program and such sums as necessary for FY 1992 through FY 1995. It is estimated that, at the fully authorized level, if all awards are for a full year of salary, approximately 900 awards can be made annually.

SEA activities

The Secretary of Education is to allocate appropriated funds to each SEA based on school-age population. Each SEA will use 90 percent to award grants to teachers, and may use up to 10 percent of its allocation for designated activities. These include providing programs of in-service training activities for Christa McAuliffe Career Teacher Corps members through a Professional Development School, if any. These in-service training programs are to be coordinated with LEAs. Other authorized endeavors for SEAs are making grants to LEAs for carrying out in-service training activities; awarding Christa McAuliffe Career Teacher Corps Fellowships

(also, ensuring that recipients understand their repayment obligations); publicizing the availability of these fellowships; and financing the Statewide panels established to select McAuliffe Fellowship winners.

Fellowships

The Committee intends that Christa McAuliffe Career Teacher Corps Fellowships be awarded to experienced teachers. As a result, only public and private school teachers who have been employed as teachers for at least 8 years are eligible for the fellowships. These are to be sizeable fellowships, equal to recipients' annual salaries for the award period. An SEA may choose to award fellowships for a full year, a half-year, or another period of time up to one year. If a recipient receives an award for less than a full school year, the fellowship amount shall be ratably reduced to equal the foregone salary. Fellowship recipients, known as Christa McAuliffe Career Teacher Corps members, are eligible to receive no more than one fellowship in any two-year period. Career Teacher Corps members must return to teaching in their current place of employment for at least two years following a fellowship award.

These fellowships are to be used for projects designed to improve education. They may include sabbaticals to improve knowledge in an area of expertise, to acquire a new area of expertise, or to improve teaching skills. Also, Career Teacher Corps members may consult with or assist other school districts or private school systems; develop special innovative programs to improve in-service training, address needs of teachers and other school personnel, or improve student achievement; or work to expand ongoing model staff development programs or replicate model programs operating elsewhere.

Selection of members

In each State, Christa McAuliffe Career Teacher Corps members and fellowship recipients are to be selected by a 7-member statewide panel appointed by the chief State school officer; or they may be selected by an existing panel designated by the chief State school officer. In any event, the panel must be representative of school administrators, teachers, parents, and higher education institutions. The SEA may choose to administer the program through a pre-existing panel experienced in similar programs. The Committee intends, for example, that where an existing state-run scholarship program is administered by a panel meetin composition requirements described in this bill, such a panel may also be designated to run the Christa McAuliffe Career Teacher Corps program.

Applicants for a fellowship submit their applications first to their LEA for comment and then to the statewide panel. Selections shall be based on applicants' teaching evaluations, their commitment to continuing in the profession, and the activities proposed for the award period. In making these selections, the statewide panel is to consult with LEAs. Significantly, the bill requires that, in selecting Christa McAuliffe Career Teacher Corps members, the statewide panel is to give special consideration to applicants who plan to use their award period to improve or acquire skills needed to teach science or mathematics, or to teach or serve students with

disabilities, limited English proficient students, or preschool age students.

Once again, these priorities reflect the Committee's concern regarding areas with particularly acute shortages of qualified teachers. The priority would apply both to teachers currently teaching in these areas who will use their award to revamp their skills and keep apprised of the latest developments in these fields, as well as to teachers in other fields who will use their awards to learn the skills necessary to work in these shortage fields.

OBLIGATION OF MEMBERS

Membership in the Christa McAuliffe Career Teacher Corps carries with it obligations for the members and for the SEAs in their States. Each member must enter into a written agreement with the SEA which provides that the member is to be released from teaching responsibilities during his or her award period; that the member will be encouraged, in the two-year period following the award period, to participate in an induction program for new Teacher Corps members and other new teachers, or otherwise contribute to the Teacher Corps program, and help develop in-service training programs through a Professional Development School. Each member is also to be given the opportunity to participate in activities conducted by the Secretary of Education in cooperation with the State Education Agencies, designed to link Christa McAuliffe Career Teacher Corps members. These activities are intended to foster a *esprit de corps*, like that of the Teacher Corps, among its members.

In the event that a Christa McAuliffe Career Teacher Corps member does not comply with the terms of the written agreement, he or she must repay to the SEA the scholarship assistance awarded. Such payment will include interest at the highest rate allowed under Title IV of the Higher Education Act, and any reasonable collection fees. The Committee provides several waivers of service or repayment—for three years of military service, three years of temporary total disability, any period of permanent total disability, or death. Some or all of the service or repayment obligations may be waived if compliance would be impossible or involve extreme hardship, or when efforts to secure service or repayment would be unconscionable.

Further, each SEA seeking to participate must apply to the Secretary of Education and assure that Career Teacher Corps members will not only be released from teaching for the duration of their award period, but that such release will not jeopardize the employment and other rights and benefits enjoyed by those members; that the SEA, in cooperation with LEAs, will maintain accurate records to ensure that Career Teacher Corps members are fulfilling their obligations under the program and that any noncompliance will be immediately reported; and that the SEA has consulted with LEAs in designing and implementing the Christa McAuliffe Career Teacher Corps.

TITLE III—DEMONSTRATIONS

In Title III, the Committee authorizes four demonstration programs targeted to fundamental issues that will influence the prospects for further reform of elementary and secondary education in this country. These include the impact of class size on academic achievement, methods of training paraprofessionals or other support staff now in our schools to be teachers, steps to increase the number of minorities in the teaching force, and assistance to experiment with school restructuring and school-based management. Each of these programs authorizing demonstration projects is added to the Fund for the Improvement and Reform of Schools and Teaching (FIRST) authorized by Title III, Part B of the August F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988. These four programs create subparts 3 through 6 in the FIRST program.

S. 1676 authorizes all FIRST activities, including those newly added, at an authorized appropriation level of $50 million for FY 1991 and such sums as necessary for FY 1992 through FY 1995. This is an increase of $20 million over the current authorization.

Subpart 3—Class Size Research and Demonstration Project

Reducing class size, particularly in the early grades, has been an objective of many of the school reform efforts undertaken during the 1980s. Despite its popularity as a reform, the research record on the effects of class size on student achievement remains surprisingly ambiguous. That is not to say that researchers have not made strong claims about the merits of reducing class size. They have. Gene V. Glass and Mary Lee Smith, in work for the Far West Laboratory for Educational Research and Development in 1978, concluded that their analysis of the research "established clearly that reduced class-size can be expected to produce increased academic achievement." A decade later, the U.S. Department of Education issued a report that concluded: "By itself, reducing class size, a very costly 'reform,' is unlikely to have tangible benefits for student achievement, at least not in a form or terms that are comprehensible and acceptable to the taxpaying public." Nevertheless, a still more recent review of the literature conducted under the auspices of the California Educational Research Cooperative asserted that "[r]educing class size has a substantial and cumulative effect on student learning" but "the costs of class size reduction are enormous." Significantly, this last analysis posited that there are less costly, potentially effective alternatives to outright reductions in class size.

The Committee finds that, despite contradictions in the research, class size reduction holds a promise for improving students' academic performance. It is the purpose of this program to demonstrate the extent to which reducing the size of elementary and secondary classes may result in academic improvement. S. 1676 authorizes a new subpart 3 for FIRST under which the Secretary of Education is to make grants to LEAs whose schools have large classes to demonstrate the effectiveness of reducing class size. Each grant can cover only 50 percent of the cost of each demonstration project.

Selection of grantees is to be based, in part, on evidence of LEAs' need to reduce class size and their capacity to undertake that reduction. Priority must be given in selecting grantees to those focusing on young students and at-risk students. LEAs are encouraged to apply for a three-year period. Importantly, applicants are to include in their applications a statement describing the methods to be used to collect data for evaluating the impact of class size reduction on student achievement.

Subpart 4—New Careers for Teachers Demonstration

Two decades ago, the Congress authorized and funded the Careers Opportunities Program (COP) under the Education Professions Development Act. One of its more important activities was to provide training programs to enable school aides and other paraprofessionals to become fully certified teachers. According to testimony by Arthur Pearl, Professor of Education at the University of California, Canta Cruz, COP was "one of the most successful programs of the 1960s," recruiting many minorities to teaching. Further, "COP teachers did more than bring a sense of the community to schools. They were, in many other ways, excellent additions to the teaching profession."

Once again, the ranks of school support and paraprofessional staff are being recognized as fertile ground for recruiting experienced, knowledgeable, and committed individuals into teaching. In 1988, Secretary of Education Cavazos established a task force to develop recommendations on how best to increase the number of minorities in the teaching profession. In their report to the Secretary, the task force recommended establishing a federal program to help paraprofessionals become teachers. The Committee's bill would revive the Federal interest in facilitating this transition into teaching and focus its support on minority candidates.

In conducting the grant competitions for these New Careers for Teachers Demonstration projects, the Secretary must give priority to projects focusing on recruitment of minorities, and give special consideration to projects aimed at attracting persons who are already employed in an LEA or certifying speakers of non-English languages who have been trained as teachers in their home country.

During the Subcommittee's field hearing in Rhode Island, several members of Rhode Island's Southeast Asian community spoke of the difficulties they face in becoming certified teachers. Many of these witnesses had been teachers in their native countries but are unable to become certified here without repeating their entire undergraduate educations. It is the Committee's hope that the New Careers model will be used to design programs that recognize the academic and professional backgrounds of people in such circumstances while providing any additional training necessary to make the transition towards teaching in this country.

The need to attract more minorities into teaching is without question. The current imbalance between the racial composition of the student population of this nation and its teaching force is a national disgrace, as detailed below. And the situation is only expected to worsen in the years ahead. Yet, there is an abundance of minorities already working in America's school systems. Unfortunate-

ly, the positions they hold are far too often low-paying and without adequate professional recognition. These include a variety of roles from school cafeteria workers to custodial positions to teacher aides.

Yet these same individuals are experienced in and committed to the students, communities, and schools that they serve. Many are capable of becoming excellent teachers but lack the means to pursue this goal. Previous New Careers programs have proven that with the opportunity, these individuals not only meet existing teaching standards but often exceed them. And, typically, teachers from these programs have an exceptional understanding of the students they serve, the problems they face and the communities in which they live.

The Committee heard strong testimony favoring recruitment from the paraprofessional ranks from witnesses with involvement in similar existing local programs. Albert Shanker, President of the American Federation of Teachers, described the AFT's efforts to create career ladders for paraprofessionals. He testified that "teachers who come out of the school employee ranks start with an edge in experience and have a significantly higher retention rate than those who are new to the job." For example, according to Mr. Shanker, the normal attrition rate for teachers in the Baltimore city schools is 10 percent, but is half that for paraprofessionals who have become teachers. The rates for New York City are 16 percent compared to 1 percent.

The Committee heard similar success stories concerning previous New Careers programs for such diverse and underrepresented groups as Native Alaskans, Native Americans, and Hispanic Americans. For example, Dr. Pearl testified that a program established among the Crow and Northern Cheyenne Indians of Montana increased the number of Native American teachers there tenfold

Grants to support demonstration projects are to be made by the Secretary of Education to consortia of higher education institutions and LEAs that must work in conjunction with SEAs and appropriate State or local teacher credentialing bodies. This partnership is essential to the success of the program for several reasons.

First, an institution of higher education is necessary if the appropriate academic training and recognition is to be provided. The Committee is particularly interested in academic programs that maintain rigorous standards of excellence while recognizing the unique academic needs of the participants. For example, it is likely that much of the academic training will need to be brought to the public school setting and, in many cases, incorporated into the work-day in order to make such a program a realistic option for poorer adults with families. Further, the institution of higher education should provide academic recognition for appropriate life experiences. The Committee does not see this requirement as a way to reduce the standards for teacher preparation. Rather, such accommodations should be made to recognize job skills that program participants might have that are comparable to skills required in more traditional teacher preparation programs. For example, a teacher's aide would certainly have a great deal of valuable classroom experience that might replace the practicum component required by many education programs.

Second, the LEAs must work with the appropriate State credentialing agency to assure that program participants will be duly recognized as fully credentialed teachers in their states. It is not acceptable for participants to be given some form of teacher credential that differs from that earned through a more traditional track.

Each grant is to be awarded for an initial two-year period and may be renewed for another period of up to three years. Under the original program funded by COP, grants were limited to only two years. This time period was too short, causing many otherwise successful programs to end before adequate local support and funding could be developed for the projects' continuation. It is the Committee's intent that New Careers grants continue for the full 5 years unless exceptional circumstances prevail. Only 50 percent of the costs of each project can be supported by federal funding. Not more than 10 percent of any grant may be applied to administrative expenses.

Among other requirements, applicants for these demonstration grants must outline the steps on a career ladder that lead from nonskilled entry level positions to fully certified teaching positions. The Committee envisions three or four clearly defined steps, any of which could be a stopping point for participants who do not wish or are unable to continue on the track towards becoming a fully certified teacher. An example of a four-step program might include the following positions: teacher aide, teacher assistant, teacher associate, and teacher. While the exact steps may vary from program to program, it is essential that steps do exist, that each step is clearly defined and understood by participants, and that permanent employment is available to those who wish to terminate the program at any particular level. Also, the entry position should require no prior experience or skills and be open to all. Finally, although advancement up the ladder should be based on merit, all individuals must have an opportunity for advancement.

The Committee limits the use of funds under this program to paying tuition for individuals participating in the projects, paying for the release time afforded those individuals, and providing child care stipends to any participants whose academic courseload occurs outside the time of the normal workday. In using the term "tuition," the Committee recognizes that the expenses incurred by an institution of higher education in operating a New Careers Program may exceed those associated with the operation of more traditional education programs. It is the Committee's expectation that the tuitions charged by such institutions under this program may reflect reasonable additional costs including those associated with developing appropriate educational programs and conducting those programs at the participants' work places.

Subpart 5—Minority Teacher Recruitment Demonstration

The need for special efforts to recruit minority teachers is clear. In the fall of 1986, minority students made up nearly 30 percent of all public elementary and secondary enrollment; only 10 percent of public school teachers was minority. The pattern is similar for Black teachers—16 percent of the enrollment was Black; Black teachers made up only 7 percent of all teachers. Linda Darling-Hammond, from Columbia University's Teachers College, told the

Committee that many analysts expect that, by the turn of the century, minority representation in the teaching force will plummet by half, to 5 percent. The situation is especially severe for language minority individuals, as discussed above. Therefore, the Committee has explicitly included "language minority" in all programs targeted at attracting and retaining minority individuals.

The projects supported by this program are primarily intended to improve the recruitment and training of minorities, including language minorities, for educational careers. The Committee's bill recognizes that recruitment efforts should be started with students as early as middle and secondary school, and continued through higher education. For example, an early introduction to teaching as a career is a key element in the work of the Center for Minorities in Education at the University of Northern Iowa. This introduction begins at the junior high level.

Examples of activities which LEAs might make available to secondary school students include Future Teachers Clubs, tutoring programs involving peers or younger students, and career counseling which includes information about teaching as a career and about financial assistance available to potential teachers for post-secondary education, such as programs authorized by this legislation.

College level activities need to address different needs for students identified as interested in a career in teaching. S. 1676 authorizes higher education institutions with large concentrations of minority students to use demonstration grants to provide scholarships, remedial and tutoring programs, counseling and other support, activities directly related to teaching, assistance in preparing for teacher certification, programs to strengthen test taking skills, and information on membership in the Teacher Corps program established under Title I of the bill. These same institutions are authorized to use demonstration funds to establish or enhance their teacher training programs, to establish partnerships with high schools and community colleges for the early identification of teaching interest and for helping students move through the educational pipeline, and to establish partnerships with graduate schools of education to increase the movement of minorities into post-graduate studies.

The program also provides grant support to two-year and four-year colleges, consortia of those institutions, SEAs, or State higher education agencies for improving articulation between two-year and four-year schools for students interested in teaching. The Education Commission of the States, in a report by the American Association of Colleges of Teacher Education, reported that in 1984, more than 50 percent of Hispanic Americans attending college and more than 40 percent of Black Americans attending college attended 2-year institutions. It is therefore particularly important, if we are going to succeed in attracting minorities into the teaching profession, to focus support efforts on 2-year institutions of higher education, and on improving articulation between 2-year and 4-year institutions.

Funds may also be used to improve existing assessment practices used to determine whether individuals are qualified to teach. The Committee is particularly concerned about the disproportionate

impact of some assessment practices currently in use on minority teacher applicants. Therefore, in addition to allowing funds in this subpart to be used to improve such assessments, the Committee also authorizes a related study to be conducted by the Secretary, described below.

Finally, it should be stressed that this program, like the others being added to FIRST, limits Federal support to 50 percent for the costs of the activities being carried out under each grant.

It should be noted that S. 1676 strikes a one-phrase reference in the existing FIRST program to eliminate duplicative authority regarding the use of funds for minority teacher recruitment. Elimination of this phrase in no way indicates lack of commitment by the Committee to this important activity. To the contrary, the Committee believes that minority teacher recruitment is sufficiently important to warrant a separate demonstration program.

Subpart 6—Restructuring of Schools/School Based Management Demonstration Program

At the end of the 1980s, school restructuring and school based management emerged as among the strongest alternatives to the top-down, standard-setting that marked earlier school reform. It recognizes that the traditional methods of running schools may impede efforts to increase academic achievement, and may dissuade the most highly qualified individuals from pursuing a teaching career. According to the National Governor's Association, school restructuring requires changes in the curriculum and in teaching to focus them on high-order skills; decentralization of decisionmaking and authority so that the school site becomes the locus for decisions affecting students' education; modification in staff roles enabling teachers to collaborate more easily as they work to support restructuring; and new accountability that ties the system's rewards and penalties to student performance in individual schools. By 1989, 30 States were promoting restructuring among schools and school districts.

Specifically, S. 1676 envisions school based management/shared decisionmaking as a process through which a team of individuals at a school take on the responsibility of making decisions affecting the school and classroom environment. This team may be composed of teachers, the school principal, other administrators, other school employees, parents, representatives from the community, and students. The team may be given responsibility for decisions affecting curriculum and instructional priorities; student grouping, promotion and tracking; rules and discipline policies; scheduling and structuring of the school day; the school environment; physical layout of the school; its administrative structure; standards for hiring and evaluating teachers and administrators; professional development programs; use of non-Federal general operating funds; and relationships with parents and the community.

Many LEAs have begun to experiment with different models of school based management/shared decisionmaking, including Chicago, Illinois; Dade County, Florida; Rochester, New York; Hammond, Indiana, and others. The Committee intends in no way to endorse, prescribe, or recommend a particular model of school based management as particular effective. To the contrary, by listing exam-

ples of types of decisions over which a school based management team might be given authority it is intended to open up the possibilities of different models as widely as possible. Obviously, the specifics of how a particular school based management program is to operate in a particular LEA must be left to local decision. To do otherwise would undermine the point of the initiative. The Committee is interested in the success of various models, and has required that a portion of each grant be used for an independent evaluation, as discussed below.

One restriction the Committee would place on such models, however, is that any discretion over the use of funds be limited to nonfederal noncategorical funds. This discretion is in no way intended to apply to restrictions on the use of funds provided under federal categorical programs.

The Committee's legislation authorizes the Secretary of Education to competitively award three-year grants to individual LEAs or consortia of LEAs, individual schools or consortia of schools, or nonprofit organizations in consortium with an LEA or a school. The initial year of assistance is to be used for planning the restructuring of a school, while the second and third years' funding is to support the implementation of that restructuring plan. A first year grant, intended for developing a plan, cannot exceed $150,000, while the second and third year grants, intended for implementation of the plan, cannot exceed $2 million. Grantees that submit a restructuring plan in the first fiscal year are eligible to receive an implementation grant of up to $2 million in that initial year. Federal funds cannot meet more than 50 percent of the costs of the projects supported by these grants. Further, at least 50 percent of the non-Federal share of each grant must come from non-governmental sources.

The Committee expects the restructuring plan to be developed in consultation with teachers and parents who will be affected and to have broad community support, including private sector involvement. Further, the objective of the plan is to be improvement in the delivery of educational services; success in attaining this objective is to be measured by students' achievement or retention, or teachers' performance or retention. Special consideration must be given by the Secretary to applications describing restructuring plans that will benefit academically below average students or schools, and that will assist a large number of minority or disadvantaged students.

Funds awarded under this program may be used for a variety of activities, each of which is related to fundamental change in the way schools are currently operated, administered, and staffed. Recipients may conduct school based management/shared decision-making programs; take steps to increase the professional status and professional satisfaction of teachers; provide differential staffing patterns (such as career ladders); award incentive pay; establish mentor or master teacher programs; and undertake research on effective ways of recruiting, training, and rewarding teachers. Further, recipients may engage in curricular reform; implement cooperative learning programs which involve students with different levels of academic achievement; explore alternative student assignment models; take action to increase parental and community in-

volvement in schools; enter into joint activities and partnerships with business, higher education institutions, and other entities; use technology for interactive learning; and run training programs for teachers, principals, board members, and others involved in restructuring.

TITLE IV—STUDIES AND EVALUATIONS

This title of the legislation has two primary purposes. The first is to support a small number of targeted studies that will help policymakers take additional steps to improve teaching. The second is to ensure that various initiatives authorized in the preceding three titles of the bill will be evaluated and used to broaden our understanding of what works in teacher reform.

Part A—Teacher Job Bank Study and Demonstration

The Committee finds that prospective teachers face a number of barriers to finding employment, including a lack of information about the regions, school districts, and schools in need of teachers; differing certification requirements in the various States; and different application forms and processes for each of the nearly 16,000 school districts in the country. School districts face related difficulties. Only the largest districts can afford to recruit outside their local area; prospective teachers are often not geographically flexible; and teachers certified to teach in one state often face delays or barriers in becoming certified for another state.

Recent efforts have begun to address some of these problems. Recruiting New Teachers, Inc., through its Project Teach campaign, has successfully identified thousands of individuals interested in becoming teachers. The six New England states and New York have established a "common market" for educators, whereby certification in one state is honored by the other states, to improve teacher mobility in the Northeast. And, while many cities are experiencing severe shortages of Spanish bilingual teachers, Puerto Rico is training more than it needs. The university system in Puerto Rico is establishing an exchange program with teacher training institutions on the mainland, to encourage more Puerto Rican teachers to relocate in Chicago, Los Angeles, and other areas that need them.

The Committee intends to encourage these types of multi-state efforts by funding a demonstration project in a region or specialty area of extreme need. S. 1676 also directs the Secretary of Education, through the Office of Educational Research and Improvement, to study the feasibility of expanding these types of activities, either by creating more regional or subject-area job banks, or by creating one national job bank.

Part B—Study of Pension Portability

Many teachers and administrations are financially unable to take educational jobs outside of their States because their pensions are not portable. The Carnegie Forum on Education and the Economy, in its report A Nation Prepared: Teachers for the 21st Century, concluded: "State retirement systems to which most elementary and secondary teachers belong exact severe penalties if a school

teacher relocates * * *. Current artificial barriers to teacher mobility must be dismantled as part of an effort to create a free and efficient teacher labor market." The Committee's bill requires the Secretary of Education, through OERI, and in consultation with the Secretary of Labor, to undertake a study of the feasibility of states allowing pension portability for teachers and administrators.

The Committee expects that the Secretary of Education will conduct this study by drawing upon the extensive work of the Department of Labor on pension portability. Over the past several years, the Department of Labor has compiled data on pension portability and analyzed options to improve the retention of pension benefits by individuals. Although the Committee recognizes that federal pension law does not apply to state and local government employees, the study authorized by this part may be of assistance to states in efforts to restructure their retirement systems.

Part C—School Year Extension Study Commission

The debate over appropriate reform for the Nation's schools frequently centers on the amount of time our students spend in school on a daily and an annual basis. Many industrialized countries require their students to be in school more days a year than we do. For example, the average length of the school year is 243 days in Japan, 196 days in England and Wales, and 220 days in Korea. U.S. students have an average school year that runs for only 180 days. Concerned about the relatively limited amount of time U.S. students are in school, the National Commission on Excellence in Education recommended, in "A Nation At Risk" that State and local authorities "strongly consider" lengthening the school day and school year.

The issues surrounding the length of the school day and school year are complex. As a result, S. 1676 establishes the School Year Study Commission Act, and provides for the creation of a School Year Study Commission to study these issues and make recommendations to the President and the Congress concerning the advisability of lengthening the school day by a certain minimum number of hours and lengthening the school year in all public elementary and secondary schools. This report is to be submitted not later than September 1, 1991, or one year after the Commission concludes its first meeting, whichever is later. As part of this effort, the Commission is to undertake a comparative analysis of the length of the school day and year in the U.S. and other counties. The Commission is also to recommend and appropriate number of hours per day and days per year for instruction in U.S. schools; develop a model plan for achieving this expansion by the end of the decade; suggest necessary changes in laws and regulations to facilitate adoption of this expansion; analyze the related, additional costs, including those associated with teacher compensation; and develop a plan to assist State and LEAs in meeting all additional costs.

Part D—Study of Alternative Ways To Increase Minority Participation in the Teaching Profession

The Committee's bill provides that the Secretary of Education shall, by grant or contract, conduct a study to identify different ways of increasing minority representation in teaching. The Com-

mittee is concerned with a variety of measures which have acted as barriers to qualified minorities entering the teaching profession.

According to the American Associaton of Colleges of Teacher Education in 1987, the National Teacher Examination, used by 30 states for teacher certification, has pass rates of 79 percent among white students, 13 percent among Black students, and 2 percent among Hispanic students. The Committee recognizes the necessity of ensuring that teachers who enter our classrooms are well qualified. The question is one of determining whether or not current measures of competency offer an accurate reflection of an individual's teaching ability.

Other potential barriers include inadequate recruitment and counseling efforts. The study authorized by this legislation seeks to identify various barriers to qualified minorities entering the teaching profession, and options for addressing these barriers. In particular, the Committee is interested in what alternatives might be used for assessing teacher competency which do not block access to the profession for qualified minorities. This study is to be reported to the appropriate Committees of Congress not later than two years after enactment of the National Teacher Act of 1990.

Part E—Miscellaneous Evaluations

This part provides for evaluations of the primary programs established by Titles I, II, and III of S. 1676.

Four years after enactment of the bill, the Secretary is to report to the Congress on the results of a continuing evaluation of the effectiveness of the Stafford Loan forgiveness authorized by Title I, Part A. The evaluation must assess the demographic characteristics of participants, the effectiveness of the program in meeting teacher shortages, the extent to which it increases the number of minorities who become teachers, the relative effectiveness of the Stafford forgiveness provisions compared to the Perkins forgiveness provisions, and the overall effectiveness of the program in meeting the needs of the United States.

S. 1676 provides that the Secretary of Education shall evaluate the effectiveness of the Teacher Corps program for new teachers established by Title I. The initial, interim report on this evaluation is to be submitted to the Congress three years after enactment, with subsequent reports due every two years thereafter. Results are also to be made available to the public. Each SEA being assisted under this program must evaluate its Teacher Corps program and submit a report to the Secretary. The first one is due three years after enactment; subsequent ones are due every two years.

The National Teacher Academies and the Professional Development Schools are to be evaluated every two years. For the former, the Secretary is to conduct the evaluation and make results available to the Congress and the public. For the latter, each participating SEA is to evaluate its Professional Development Schools and submit its findings to the Secretary. Every two years, the Secretary is to submit to the Congress a summary of these SEA reports.

The FIRST demonstration grant programs are to be evaluated as well. For the Class Size Research and Demonstration project, the New Careers for Teachers Demonstration, and the Minority Teacher Recruitment Demonstration, the evaluations conducted by the

Secretary, through grants or contracts, are to encompass a time period that begins before the grants are awarded and ends after the progam cycle has terminated. Selection of an entity to conduct the evaluation of the New Careers for Teachers Demonstration program is to give priority to entities experienced in similar programs involving the transition of paraprofessionals and support staff into fully certified teaching positions. The Secretary is required to report to the Congress on these evaluations two years after enactment of the bill.

The Committee believes that many innovative school restructuring initiatives are taking place across the country, but little has as yet been done to evaluate the success of these efforts. To have the greatest positive impact, it is critical that we determine the effectiveness of various reform strategies and disseminate information about what works to other districts nationally. Therefore, the legislation directs each recipient of grant under the Restructuring of Schools/School Based Management Demonstration program to use not less than 5 percent of the grant to conduct an independent evaluation of the impact of restructuring on the delivery of educational services, staff stability and quality, student achievement and retention, and school/community relations. In addition, for initiativeness involving school based management/shared decisionmaking efforts, the evaluation is to assess which decisions were transferred to the school based teams. The Secretary is to report to the Congress on the results of these evaluations within two years of enactment, and every two years thereafter.

Part F—Authorization of Appropriations

S. 1676 authorizes $4 million for FY 1991 and such sums as necessary for FY 1992 through FY 1995 to carry out the study and demonstration of the Teacher Job Bank, the study of pension portability, and the study of alternative ways to increase minority participation in the teaching profession. For the School Year Study Commission Act, the legislation authorizes $1 million for FY 1991 and such sums as necessary for FY 1992 through FY 1995.

V. Votes in Committee

S. 1676 was brought up for markup at the Education, Arts, and Humanities Subcommittee Executive Session on June 20, 1990. At that time, Senator Pell offered an amendment in the nature of a substitute. The bill as amended was reported favorably from the Subcommittee by a vote of 10 to 1 as follows:

YEAS	NAYS
Pell	Thurmond
Metzenbaum	
Dodd	
Simon	
Mikulski	
Bingaman	
Kassebaum	
Hatch	
Jeffords	
Cochran	

S. 1676 was brought up for markup at the Labor and Human Resources Committee Executive Session on June 27, 1990. At that time, Senator Kennedy offered an amendment in the nature of a substitute. The bill as amended was reported favorably from the Subcommittee by a vote of 15 to 1 as follows:

YEAS	NAYS
Kennedy	Thurmond
Pell	
Metzenbaum	
Dodd	
Simon	
Harkin	
Adams	
Mikulski	
Bingaman	
Hatch	
Kassebaum	
Jeffords	
Coats	
Durenberger	
Cochran	

VI. Cost Estimate

U.S. Congress,
Congressional Budget Office,
Washington, DC, June 29, 1990.

Hon. Edward M. Kennedy,
Chairman, Committee on Labor and Human Resources,
U.S. Senate, Washington, DC.

Dear Mr. Chairman: The Congressional Budget Office has prepared the attached cost estimate for S. 1676, the National Teacher Act of 1990, as ordered reported by the Committee on Labor and Human Resources on June 27, 1990.

If you wish further details on this estimate, we will be pleased to provide them.

Sincerely,

Robert F. Hale
(For Robert D. Reischauer).

CONGRESSIONAL BUDGET OFFICE COST ESTIMATE

1. Bill number: S. 1676.
2. Bill title: National Teacher Act of 1990.
3. Bill status: As ordered reported from the Senate Labor and Human Resources Committee, June 27, 1990.
4. Bill purpose: The purpose of this bill is to (1) establish several new education grant programs to strengthen the teaching profession, (2) increase the current authorization for the Paul Douglas Teacher Scholarships, the Christa McAuliffe Career Teacher Scholarships, and the Funds for the Improvement and Reform of Schools and Teaching, and (3) establish a program of Stafford Student loan forgiveness for eligible teachers.

5. Estimated cost to the Federal Government:

[By fiscal years, in million of dollars]

	1991	1992	1993	1994	1995
Estimated authorizations:					
Paul Douglas teacher scholarships:					
Estimated authorization level	11	28	29	30	32
Estimated outlays	1	11	25	29	30
Teacher Corps:					
Estimated authorization level	50	52	54	56	58
Estimated outlays	6	40	51	54	56
Star schools:					
Estimated authorization level			62		
Estimated outlays			7	42	11
Foreign language competence for the future:					
Estimated authorization level	15	16	16	17	18
Estimated outlays	2	12	15	16	17
Perkins Loan Cancellation Program:					
Estimated authorization level		(1)	(1)	(1)	(1)
Estimated outlays		(1)	(1)	(1)	(1)
National Teacher Academies:					
Estimated authorization level	38	40	41	43	44
Estimated outlays	5	31	39	41	43
Professional development schools:					
Estimated authorization level	50	52	54	56	58
Estimated outlays	6	40	51	54	56
Christa McAuliffe Career Teacher Corps:					
Estimated authorization level	25	28	29	30	32
Estimated outlays	3	20	27	29	30
Funds for the improvement and reform of schools and teaching:					
Estimated authorization level	41	52	54	56	58
Estimated outlays	5	34	49	54	56
Federal studies:					
Estimated authorization level	5	5	6	6	7
Estimated outlays	2	5	5	6	7
Federal program evaluations:					
Estimated authorization level	4	4	4	4	5
Estimated outlays	3	4	4	4	4
Bill Total:					
Estimated authorization level	240	277	350	299	311
Estimated outlays	33	198	274	329	310

[1] Less than $500,000

The costs of the bill fall in Function 500.

Basis of estimate: The Paul Douglas Teacher Scholarships, the Christa McAuliffe Career Teacher Corps, and the Funds for the Improvement and Reform of Schools and Teaching (FIRST) are all currently authorized at such sums as may be necessary through 1991. CBO's current estimate of appropriations authorized for 1991 is the 1990 appropriation for the programs adjusted for projected inflation. S. 1676 amends and extends these programs and specifies a new 1991 authorization level. The 1991 authorization estimates shown for these programs are the amounts by which the level stated in the bill exceeds the current estimate. All of these programs are authorized at such sums as may be necessary for each year for 1992–1995. Estimated authorizations for 1992–1995 reflect the new 1991 level adjusted for projected inflation.

Appropriations for the Star Schools program currently are authorized at a maximum of $60 million per year through 1992. S. 1676 extends the authorization for this program through 1993 at

such sums as may be necessary. The estimated 1993 authorization level reflects the 1992 level adjusted for projected inflation.

The Perkins loan cancellation program is authorized permanently. This program allows teachers to perform service at certain qualified schools in return for cancellation of education loans such teachers have made through the Perkins loan program. The bill would allow the Secretary of Education to use the previous year's list of qualifying schools if a new list is not available before May 1 of any year. Also, the bill would allow participating teachers whose school is dropped from the list in subsequent years to continue to participate in the program. These changes would affect the loans cancelled in 1992 and beyond but would have a negligible effect on Federal costs.

The bill would require the Secretary of Education to complete several different program evaluations of the programs authorized in the bill. The cost of the evaluations performed by the Department of Education is expected to be less than $500,000 each year. Also, S. 1676 would require the evaluation of the three different FIRST grants to be done by outside contractors. Based on Department of Education experience, program evaluation costs are about 10 percent of the total program costs. Based on the maximum authorization for these FIRST grants, the costs of the evaluations are estimated to be about $4 million in 1991. The authorization levels for 1992–1995 reflect the estimated 1991 levels adjusted for projected inflation.

S. 1676 would establish a program of loan forgiveness for loans guaranteed under the Stafford Student Loan Program. Beginning in academic year 1992–1993, any new Stafford loan borrower who, upon completion of school, teaches in a school serving high concentrations of low-income children and teaches in a high-priority or a teacher-shortage area as defined by the legislation would be eligible to have such loans forgiven by the government: The authorization for Stafford loans to new borrowers, however, expires at the end of fiscal year 1991; this bill does not extend that authorization. Thus, CBO's estimate includes no cost impact for this provision. If current law were extended, this provision would cost approximately $2 million by 1995.

The bill states the 1991 amount for all of the other programs authorized. The authorization levels for these programs in 1992 through 1995, however, are such sums as may be necessary. CBO's estimate of these authorizations reflect the 1991 stated level adjusted for projected inflation.

Estimated total outlays assume full appropriation of authorized levels. For currently authorized programs, estimated outlays reflect current program spending patterns. Estimated outlays for new programs reflect the spending patterns of similar federal programs.

6. Estimated cost to State and local government: Federal grants for the Teacher Corps, the Christa McAuliffe Career Teacher Corps, the Paul Douglas Teacher Scholarships, and the Professional Development Schools are all grants to states and are all distributed among states based on population statistics. Of these grants, only the Professional Development School grants require the states to match federal funds and the states must match those grants dollar-for-dollar. In addition, the FIRST grants are competitive grants for

which states may apply. States would have to match federal funds for these grants on a dollar-for-dollar basis.

7. Estimate comparison: None.

8. Previous CBO estimate: None.

9. Estimate prepared by: Deborah Kalcevic.

10. Estimate approved by: C.G. Nuckols for James L. Blum, Assistant Director for Budget Analysis.

VII. Regulatory Impact Statement

The Committee has determined that there will be minimal increases in the regulatory burden imposed by this bill.

VIII. Section-by-Section Analysis

Section 1—Provides that the Act may be cited as the National Teacher Act of 1990.

Section 2—Provides the table of contents for the Act.

Section 3—Delineates Congress' findings concerning the status of teachers in elementary and secondary education.

Section 4—Defines the terms "elementary school," "institution of higher education," "local educational agency," "preschool age," "related services," "Secretary," "school-age population," "secondary school," "State," "State educational agency," and "student with a disability."

TITLE I—RECRUITMENT

Part A—Loan Forgiveness for Teachers Demonstration Program

Section 101—Authorizes the Secretary to repay Stafford loans (Title IV of the Higher Education Act (HEA)) for full-time elementary and secondary teachers in schools eligible for cancellation of Perkins loans (Title IV, HEA) and who are full-time teachers of mathematics, science, foreign languages, special education, bilingual education, or other field with shortages.

Section 102—Provides for repayment of Stafford loan obligations that are incurred during the last 2 years of undergraduate study by borrowers who meet the requirements of Section 101. 15% repayed during each of first two years of teaching, 20% in each of the third and fourth years, and 30% in the fifth year. Stafford loans for up to 2 years of graduate study necessary for a teaching certificate shall be repaid for borrowers who are not otherwise participating in this loan forgiveness program and who meet the requirements of Section 101.

Section 103—Provides for repayment by the Secretary to eligible holders of Stafford loans.

Section 104—Requires eligible individuals who are seeking repayment of Stafford loans to apply to the Secretary.

Section 105—Defines the term "eligible lender."

Section 106—Provides that Part A is to take effect on June 1, 1992 for loans made for academic year 1992-1993, and succeeding years.

Part B—Paul Douglas Teacher Scholarships

Section 111—Amends the Paul Douglas Teacher Scholarship Program to authorize an appropriation of $27 million for FY 1991 and such sums as necessary for FY 1992 through FY 1995.

Part C—Teacher Corps

Section 121—Authorizes grants to State educational agencies (SEAs), allocated on the basis of school-age population, for Teacher Corps activities. Specifies that a scholarship awarded under this program shall be cited as a "Teacher Corps scholarship" and a recipient as a "Teacher Corps member."

Section 122—Provides that the Secretary is to disseminate information on scholarships to those leaving the armed services, and foster, in cooperation with the SEA, communication among Teacher Corps members.

Section 123—Authorizes each participating SEA to make grants to local educational agencies (LEAs) for teacher induction and mentor programs; administer in-service and mentoring programs for Teacher Corps members; provide technical assistance to LEAs'; evaluate applications for membership and award scholarships; make Teacher Corps awards to those training to be a school psychologist, school social worker, or school counselor; ensure that members understand their repayment obligations; assist in employment placement of members; and collect scholarship repayments from members no longer in compliance. Priority shall be given to LEAs with greatest proportion of disadvantaged students. SEA to administer this program through pre-existing panels.

Section 124—Authorizes LEAs to administer induction programs for new Teacher Corps members and other new teachers, which may be developed in cooperation with higher education institutions, and to ensure that members participate for at least one year in an induction program which includes working with a mentor teacher.

Section 125—Provides that each SEA, cooperating with the State higher education agency, shall select Teacher Corps members, and establish criteria for their selection which are designed to attract highly qualified individuals and meet teacher shortages. Specifies that such criteria shall include strong academic promise or contributions that can be made by applicants in other careers, and a demonstrated interest in teaching, or experience or skill in teacher-shortage fields. Special consideration shall be given to the selection of individuals intending to serve students with disabilities, limited English proficient students, or preschool age children. Provides that priority be given to individuals underrepresented in teaching or specific curricular areas. Requires an individual to apply to the SEA in the State in which the individual wants to teach, if the State has a Teacher Corps program.

Section 126—Specifies that the application from each SEA to the Secretary shall describe State teacher shortages, and assure that the SEA, in cooperation with LEAs, shall place members in areas with new-teacher induction programs.

Section 127—Requires each LEA seeking assistance to submit an application to the SEA describing the LEA's teacher shortages and

its induction program for new Teacher Corps members and other new teachers.

Section 128—Provides that a Teacher Corps scholarship shall be $5,000 a year for a maximum of 3 years while the recipient is enrolled in a baccalaureate or associate's degree program; a 1 or 2 year graduate program leading to a masters or specialist degree, or a teaching certificate (scholarship also available during the first 3 years an individual is employed as a teacher); a 2 year program leading to an associate's degree in early childhood education or development; or a 1 year program leading to a child development associate credential. Provides that a scholarship can be awarded to an individual switching from another profession to meet the costs associated with required instruction for entering teaching. Requires that a scholarship be considered in determining eligibility for student financial assistance under Title IV, HEA, and the combined amount of assistance is not to exceed the cost of attendance. In the event the combined amount exceeds such cost, Stafford, Perkins, and Income-Contingent loans under Title IV shall be reduced by the excess amount. Limits continued eligibility to periods when the recipient is enrolled as a full-time student and maintaining satisfactory progress.

Section 129—Requires each scholarship recipient to enter into written agreement with the SEA assuring that the recipient will, among other requirements, pursue studies meeting State teacher preparation requirements; maintain satisfactory academic progress and participate in teaching-related activities while enrolled in an academic program; teach for 5 years in a school qualifying for Perkins Loan cancellation (limiting the number of schools per state that can be so designated to 25% of Chapter One schools); repay the appropriate portion of a scholarship plus interest and applicable collection fees if required teaching is not provided; participate during the first year of teaching, at least, in an induction program with a mentor teacher; achieve full certification within 3 years or as soon as State law requires, unless engaged in early childhood education courses or study; and, during the fifth year of teaching, serve as a mentor for new Teacher Corps members or otherwise contribute to the program. Specifies that a pro rata portion of a scholarship, plus interest and any reasonable collection fees must be paid for noncompliance with the scholarship agreement. Provides that a scholarship recipient shall not be in violation for up to 3 years of military service or up to 3 years of temporary total disability, for any period of permanent total disability, or for death. Specifies the percentage of the scholarship that must be repaid for noncompliance; such percentage is adjusted according to the number of years actually taught. Provides that each SEA is to use repaid amounts to award additional scholarships. Authorizes the Secretary to waive teaching service or repayment when compliance would be impossible, involve extreme hardship, or enforcement would be unconscionable.

Section 130—Requires each participating SEA to publicize the Teacher Corps scholarships and specifies the students, other individuals, and institutions at which such publicity is to be targeted.

Section 130A—Authorizes an appropriation for FY 1991 of $50 million and such sums as necessary for FY 1992 through FY 1995.

Limits to $20 million the amount that can be awarded in FY 1991 to LEAs for induction and mentor programs and for other local uses of funds. Prohibits any appropriation for this subsection unless the annual appropriation for the Paul Douglas Teacher Scholarships is at least $15 million.

Part D—Foreign Language Competence for the Future

Section 131—Provides that this part may be cited as the Foreign Language Competence for the Future Act of 1990.

Section 132—Amends the Star Schools Program Assistance Act (Title IX, Education for Economic Security Act) to authorize such sums as necessary for FY 1993, and to require an applicant for instructional programming assistance to describe the type of program that will be developed and to provide assurances that the programming will be designed in consultation with teachers of the appropriate subject matter and grade level.

Section 133—For improvement of foreign language instruction in elementary and secondary schools, authorizes the Secretary to make demonstration grants to consortia for critical languages and area studies programs, acquisition of instructional equipment, and development of teacher training programs and instructional materials. Sets a $2 million limit on any grant. Eligible consortia must involve at least one higher education institution, one secondary school experienced in teaching critical foreign languages, and one secondary school with at least 25 percent of its students counted for purposes of distribution of funding under Chapter 1 (Title I, Elementary and Secondary Education Act). In addition, consortia may include a non-profit organization. Priority given to consortia in existence one year prior to grant application and of proven effectiveness in the field of critical language studies. Sets a 10 percent limit on support of administrative expenses.

Section 134—Authorizes an appropriation of $15 million for FY 1991 and such sums as necessary for FY 1992 through FY 1995.

Part E—Miscellaneous Provision

Section 141—Amends the Higher Education Act to permit the Secretary to use the previous year's list of schools eligible for Perkins loan cancellation if a new list is not available before May 1 of any year. Provides that any teacher may continue to cancel loans in subsequent years for service at a school that loses its eligibility for cancellation.

TITLE II—TEACHER ENHANCEMENT

Part A—National Teacher Academies

Section 201—Autorizes competitive, renewable, 5 year grants for the establishment of national teacher academies, one in each of the following subject areas: basic skills and literacy instruction; civics and government; National Writing Project; mathematics; foreign languages; history, geography, and sociology; economics; life sciences; physical sciences; and the arts. Academy staff must be selected from the most accomplished and prominent scholars in the relevant fields and in methodologies to prepare teachers in those fields. Special consideration shall be given to eligible recipients

who have demonstrated effectiveness in establishing and administering a network of individuals who assist in teacher training programs on state and local levels.

Section 202—Defines the term "eligible recipient."

Section 203—Provides that funds must be used for in-service teacher and administrator training; at least one annual 3-week summer institute; the training of leadership teams, established under Section 228, to provide in-service training in the professional development schools, established in Part B; and provision of support services to the professional development schools. Limits administrative costs to 10 percent.

Section 204—Requires that each summer institute include the professional development schools' leadership teams.

Section 205—Requires each application to contain certain specified provisions. These include assurance that at least 70 percent of the summer institute's time will be devoted to basic course content, and no more than 30 percent of its time will be devoted to developing instructional methods and planning in-service training programs for the professional development schools. These limits on time shall not apply to an application submitted by the National Academy on Basic Skills and Literacy Instruction.

Section 206—Authorizes the Secretary to award a grant to the National Writing Project to support teacher training programs, and classroom research on effective teaching programs, and classroom research on effective teaching and documenting student performance, and to meet the Federal share of these programs. Requires contracts with higher education institutions or other nonprofit educational entities for teacher training programs in writing. Teacher training programs will run during the school year and summer, train teachers from kindergarten through college, select teachers to be part of a National Writing Project teacher network to conduct writing workshops for other teachers, and encourage teachers in all disciplines to participate. The Federal share is 50 percent, unless waived, and may not exceed $40,000 for any one contractor or $200,000 for a statewide program administered by a single contractor in at least 5 sites. Up to 5 percent may be reserved by the Project for competitive grants (not to exceed $2,000) to elementary and secondary teachers for classroom research, publication of models of student writing, and research on effective practice. Requires the Project to establish a National Advisory Board and specifies its activities.

Section 207—Authorizes appropriations of $38 million for FY 1991 and such sums as necessary for FY 1992 through FY 1995. Not more than $7.5 million is authorized annually for each of the national teacher academies. If less than $75 million is available for expenditure in any fiscal year, $7.5 million shall be allocated to a national teacher academy in each subject area, in the order listed in Section 201, until all funds are distributed.

Part B—Professional Development Schools

Section 221—Allocates to each SEA an equal amount for each congressional district in the State to establish and operate these schools.

Section 222—Provides that each SEA shall use its funds to meet the Federal share (50 percent) of renewable, competitive, 5 year grants to eligible recipients for establishing and operating a school in each congressional district. Eligible recipients shall be selected based on need, measured by such indicators as the rate of teacher attrition and the at risk proportion of student enrollment. In any State not participating in the program, funds may be granted directly to LEAs in each congressional district. If the annual appropriation does not exceed $10 million, this section permits establishment of one statewide school or several serving two or more congressional districts. Permits combining schools when an LEA serves several congressional districts, and adjusting a school's boundaries to ensure service to every LEA. If necessary to provide access, a school must offer programs in various sites throughout a Congressional district. Schools for the outlying areas in the Pacific shall be combined into one school administered by the Center for the Advancement of Pacific Education.

. Section 223—Defines the terms "congressional district" and "eligible recipient."

Section 224—Specifies required elements in an application submitted by an eligible recipient to the appropriate SEA. Among these required elements are assurance that all public and private precollegiate teachers in the school's jurisdiction will be eligible for training; assurance that the professional development program will be conducted by excellent teachers, including those who have received training at the national teacher academies and those participating in the Christa McAuliffe Career Teacher Corps. Requires that, in the outlying areas of the Pacific, local applications shall be submitted to the Center for the Advancement of Pacific Education.

Section 225—Provides that not more than 10 percent of each SEA's allocation shall be used for the grant competition, evaluation, technical assistance, and other administrative costs.

Section 226—Provides that funds awarded to eligible recipients shall be used in a school, or schools, best able to serve teachers and administrators of at risk students for professional development programs to: enhance knowledge of academic course content, particularly in certain designated subject areas; improve methods of instruction in content areas to, among other things, prepare teachers for different populations of students; provide professional development programs for school-based management programs; strengthen bilingual education instruction; encourage teacher collaboration; involve experienced teachers in training and assessing new teachers; encourage participation in a network of professional development schools; and provide outreach to parents and increase parental involvement. Eligible recipients are also to pay costs related to release time, stipends, collegiate credit, curriculum materials, and other necessary expenditures.

Section 227—Requires any professional development school to conduct annual in-service training in each content area for which teachers, in its jurisdiction, receive training at a national teacher academy. Such training shall, among other provisions, include those who have participated in national teacher academies' activities and be available to all relevant teachers in the congressional district.

Section 228—Requires each eligible recipient seeking a professional development school grant to establish a 3-person leadership team for each national teacher academy assisted under Part A. Such team shall consist of one administrator with responsibility for inservice training, one elementary school teacher, and one secondary school teacher. The team shall attend an appropriate summer institute at the national academy level and assist in the professional development schools. Each Christa McAuliffe Career Teacher Corps member shall, following his or her award, be encouraged to assist in a professional development school.

Section 229—Requires each eligible recipient to establish a 10-member steering committee, with at least 50 percent of its members being classroom teachers selected by, and representative of, teacher organizations, if any, in the congressional district, and with broad representation of the schools or LEAs served by the professional development school. Each committee shall select the leadership teams in accordance with Section 228, involve those individuals and participating Career Teacher Corps award recipients in the professional development schools, and select the teams to conduct in-service training.

Section 230—Authorizes an appropriation of $50 million for FY 1991 and such sums as necessary for FY 1992 through FY 1995.

Part C—Christa McAuliffe Career Teacher Corps

Section 241—Amends and renames the Christa McAuliffe Fellowship Program authorized under Title V, Part D, Subpart 2, HEA. The amended and new sections of the program are described below (section numbers for the HEA are italicized).

Section 561—Declares the purpose of this HEA subpart and renames the fellowships as Christa McAuliffe Career Teacher Corps Fellowships and recipients as Christa McAuliffe Career Teacher Corps members.

Section 562—Authorizes grants to SEAs, based on State school-aged population, for Career Teacher Corps activities and fellowships to Career Teacher Corps members. Authorizes the Secretary to adjust grants to ensure they are of sufficient size to carry out a program. Not more than 10 percent of each grant can be used for the activities delineated in Section 569.

Section 563—Provides that each fellowship shall be awarded to a public or private school teacher with at least 8 years of teaching experience, in an amount equal the annual salary the recipient would earn in his or her place of employment during the award period. If the award period is for less than a year, the fellowship is ratably reduced to equal the foregone salary. An individual cannot receive a fellowship in 2 consecutive years and must return to his or her current place of employment for at least 2 years after the award period. A fellowship may be used for such activities as sabbaticals for study, research or academic improvement; assistance to other school districts or private school systems; development of innovative programs to improve in-service training or student achievement; or work on model staff development programs.

Section 564—Provides that Career Teacher Corps members shall be selected in each State by a 7-member panel appointed by the chief State school officer, or by an existing panel, which is repre-

sentative of administrators, teachers, parents, and higher education institutions.

Section 565—Requires a fellowship applicant to submit a proposal for an eligible project to the LEA for comment prior to submission to the statewide panel. The statewide panel, in evaluating proposals, shall consult with the LEA and shall consider the applicant's teaching evaluations, demonstrated commitment to teaching, and intended activities. Other recommendations may be requested. Requires special consideration for applicants intending to acquire or increase skills in science or math; or to provide services to students with disabilities, limited English proficient, or preschool students.

Section 566—Requires each Career Teacher Corps member to enter a written agreement with the SEA assuring that the member will spend up to 1 year participating in eligible activities described in Section 563; and will be encouraged to participate, through the professional development school, in a new-teacher induction program as mentors to new members of the Teacher Corps established by Title I, Part C, and assist in developing in-service training programs through the professional development school. Members found in noncompliance are required to repay the appropriate portion of a scholarship plus interest and applicable collection fees. Provides that a scholarship recipient shall not be in violation for up to 3 years of military service or up to 3 years of temporary total disability, for any period of permanent total disability, or for death. Authorizes the Secretary to waive teaching service or repayment when compliance would be impossible, involve extreme hardship, or enforcement would be unconscionable.

Section 567—Provides that the Secretary shall make awards to SEAs; and foster communication among Career Teacher Corps members.

Section 568—Provides that each SEA, desiring a grant, shall apply to the Secretary, assuring that Career Teacher Corps members will be released from teaching for up to 1 year without penalty; assuring that the SEA, in cooperation with LEAs, shall maintain accurate records to ensure that all fellowship conditions are met and shall notify the Secretary upon a change in a member's status; and assuring that the SEA has consulted with LEAs in creating the Career Teacher Corps program.

Section 569—Authorizes each SEA to use its funds to provide in-service training activities for Career Teacher Corps members; award fellowships; provide funds to the statewide panels; award grants to LEAs for programs in professional development schools; publicize fellowship availability; and ensure that all members understand their repayment obligations. Requires each participating SEA to publicize the availability of fellowships in LEAs, particularly in those with high minority enrollment, and to recruit minority teachers.

Section 242—Authorizes an appropriation of $27 million for FY 1991 and such sums as necessary for FY 1992 through FY 1995.

TITLE III—DEMONSTRATIONS

Section 301—Amends the Fund for the Improvement and Reform of Schools and Teaching (FIRST, Title III, Part B, Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988) by adding four new subparts to authorize a class size research and demonstration project, new career demonstration programs, minority teacher recruitment demonstration programs, and a restructuring of schools/school based management demonstration program. Authorizes $50 million for FY 1991 for FIRST, and such sums as necessary for FY 1992 through FY 1995. Provides that one-third of the annual appropriation, or $10 million, whichever is less, is to be reserved for subpart 2. (Subpart and section references below that are *indented twice and underlined* are those in FIRST added or amended by Section 301).

Subpart 3

Section 3231—Authorizes grants to LEAs having schools with large classes to demonstrate the advantages of reducing class size.

Section 3232—Provides 50 percent-matching grants to LEAs based on the need to reduce class size, ability to meet non-Federal share of costs, ability to continue the project after termination of Federal funds, and the extent of consultation about program implementation. Among other provisions, gives priority to projects involving young students and at-risk students.

Section 3233—Encourages applications for a 3 year period from LEAs to the Secretary. Specifies what should be included in an application; among those elements are the steps to be taken to reduce class size, methods of data collection for evaluation of achievement effects, and assurances that the LEA shall pay the non-Federal costs. Limits administrative reserve to not more than 10 percent of any grant.

Section 3234—Requires an LEA to use these funds to supplement, not supplant, funds otherwise available from non-Federal sources for eligible activities. Provides Comptroller General with access to grantees' records for audit purposes.

Subpart 4

Section 3241—Provides that the purpose is to establish demonstration programs to attract minorities to teaching who are currently in school support or paraprofessional positions.

Section 3242—Authorizes the Secretary to make 50 percent-matching, competitive, 2-year grants (renewable periods of up to 3 years) to eligible recipients for programs attracting minority candidates to teaching. Priority shall be given to programs focusing on minority recruitment; special consideration shall be given to attracting and certifying non-English language speakers trained as teachers in their home country, or persons already employed in an LEA.

Section 3243—Defines the term "eligible recipient."

Section 3244—Specifies what should be included and demonstrated in an application. An applicant must, among other things, have a career ladder leading to full teacher certification; assure that ad-

vancement on the ladder shall be based on merit; have a plan for employing all participants including those ending the training below full certification; have a plan for providing instruction at the place of employment; provide academic credit for in-service training, relevant experience, and formal academic coursework; provide opportunities for individuals with different levels of education, including high school dropouts; and assure that these programs shall be available to the disabled.

Section 3245—Authorizes funds to be used to pay tuition, release time, and child care stipends when academic work takes place outside of the normal workday. Not more than 10 percent of any grant may be used for administrative costs.

Subpart 5

Section 3251—Authorizes the Secretary to make 50 percent-matching grants for improving opportunities in education for the recruitment and training of minorities, including language minority persons, and increasing the number of minority teachers.

Section 3252—Authorizes that funds may be used by different groups of eligible participants for different purposes. These uses includes middle and secondary school programs for students, particularly minorities, interested in teaching; identification of students interested in teaching and provision of support to them; establishment or strengthening of teacher training programs; early identification/articulation partnership programs with high schools and community colleges; partnerships with graduate schools of education to facilitate the articulation of minorities into post-graduate study; programs facilitating articulation from 2 year to 4 year institutions for students interested in teaching; and improvement in assessment practices used to determine teaching qualifications.

Section 3253—Requires that an eligible entity submit an application to the Secretary, and, if requested by the SEA, an LEA's application can be reviewed by the SEA. In that event, it must be forwarded to the Secretary, with comments, within 30 days of receipt by the SEA.

Section 3254—Allows to to 10 percent of any grants to be used for administrative expenses. Defines the term "State higher education agency."

Subpart 6

Section 3261—Provides that this subpart is to financially assist eligible entities in planning or implementing restructuring of school organization, management, or instructional programs.

Section 3262—Authorizes the Secretary to award competitive, 3 year grants.

Section 3263—Specifies that applications from eligible entities are to be submitted to the Secretary and must describe activities to be undertaken and include a plan for widespread consultation in planning and implementing restructuring.

Section 3264—Requires grantees to submit, prior to the second year of assistance, a plan for restructuring. Through the plan, the grantee must, among other things, demonstrate consultation with affected parents and teachers; board support in the community, and private sector involvement; that the plan is intended to im-

prove delivery of education services as measured by student achievement or retention, or teacher performance or retention; the ability to continue the plan after termination of Federal funds; and commitment and legal authority to udertake the proposed changes. Further, the grantee must describe the required independent evaluation. Requires the Secretary to give special consideration to applications for plans benefitting students or a school with below average academic performance, and benefitting an eligible applicant serving large numbers of minority or disadvantaged students. Requires a broad geographic cross-section among the grants.

Section 3265—Authorizes funds to be used for the following kinds of programs: school-based management/shared decisionmaking; increased professional status for teachers; differential staffing; incentive pay; mentor or master teachers; research on effective recruitment, training, and incentives; curriculum reforms; cooperative learning; models of alternative student assignment; increased parent and community involvement; coordinated efforts among business, higher education, and other entities; interactive learning through technology; and training of different educational staff and other individuals involved in restructuring.

Section 3266—Provided that an eligible entity's first-year grant payment cannot exceed $150,000 and must be used for planning. Each payment in the second and third years cannot exceed $2 million and must be used for implementation. Provides that an eligible entity submitting a restructuring plan in its initial year may receive payments for implementation in that first year.

Section 3267—Sets the Federal share at 50 percent and authorizes that the non-Federal share may be provided in cash or kind. Further, each eligible entity receiving Federal funds must secure at least 50 percent of the non-Federal share from nongovernmental sources.

Section 3268—Defines the terms "eligible entry" and "school-based management/shared decisionmaking." Defines the latter to apply to a process under which a team of individuals, which may include teachers, the principal, administrators, parents, community representatives, school employees, and students, makes management decisions at an individual school.

TITLE VI—STUDENTS AND EVALUATIONS

Part A—Teacher Job Bank Study and Demonstration

Section 401—Provides that this part is to support a study of the feasibility of establishing a clearinghouse to operate a national teacher job bank, and for establishing a regional chearinghouse composed of several SEAs for testing the concept.

Section 402—Provides that the Secretary, through the Office of Educational Research and Improvement (OERI), shall conduct a feasibility study.

Section 403—Authorizes the Secretary, through OERI, to contact with State entities, nonprofit organizations, or higher education institutions to pay the Federal share of the costs of establishing a Teacher Job Clearinghouse. Such a clearinghouse shall assist public and private educational agencies in locating qualified applicants for teaching-related positions, and help individuals locate teaching-

related positions or necessary training. Requires that each application submitted to the Secretary must demonstrate the applicant's capability of managing a large number of inquiries and support from public and private educational agencies. Priority shall be given to applicants that represent a region of the U.S. and involve several SEAs, or have an ability to address teacher shortages.

Section 404—Authorizes funds to be used for, among other things, the development of standardized initial application forms for teaching positions and procedures for announcing available positions; coordinating State and local teacher recruitment; disseminating information about employment and training opportunities; maintaining a system for matching teacher supply with demand among the States; promoting recruitment and training of minorities and the disabled; assisting employers in checking applicants' backgrounds; publicizing the availability of scholarships and other programs assisting those pursuing teaching; assisting employers in developing recruitment programs; and developing reciprocal certification agreements among States.

Part B—Study of Pension Portability

Section 411—Provides that the Secretary, through OERI, shall study the feasibility of pension portability among the States for teachers and administrators.

Part C—School Year Extension Study Commission

Section 412—Provides that this part is to be cited as the School Year Study Commission Act.

Section 422—Provides for the establishment of a School Year Study Commission.

Section 423—Provides that the Commission shall have 9 members, 3 appointed by the President from among the Secretaries of Federal agencies, 3 appointed by the Speaker of the House in consultation with the Minority Leader, and 3 appointed by the President pro tempore upon recommendation of the Majority and Minority Leaders of the Senate. Commission members must represent nonprofit entities committed to educational improvement, the teaching profession, school administrators, parents, and State officials directly responsible for education. Among other provisions, sets the duration of membership at the life of the Commission, permits the Commission to begin its work when at least 5 members are appointed, provides for the filling of vacancies, and specifies compensation and travel.

Section 424—Provides that the Commission shall study and make recommendations on the advisability of lengthening the school day and school year in all public elementary and secondary schools. Its recommendations are to include a comparative analysis of international data, the appropriate number of hours per day and days per year for U.S. schools, analysis of whether increased teacher compensation should accompany extension of the day and year, a model plan for adopting a longer day and year, suggested changes in laws and regulations to facilitate such adoption, an analysis of associated costs, and a plan to help States and localities meet those costs.

Section 425—Requires the Commission, not later than September 1, 1991 or 1 year after it concludes its first meeting, whichever is longer, to report to the President and the Congress on the study and its recommendations.

Section 426—Provides for the powers that the Commission may exercise, including, among others, conducting hearings, taking testimony, securing information from any Federal agency.

Section 427—Provides for certain administrative elements in the functioning of the Commission, including, among others, meeting on a regular basis at the call of the Chairman or a majority of members, establishing a majority of members as a quorum, electing a Chairman and Vice Chairman by the members, and employing staff.

Section 428—Provides that the Commission shall terminate 90 days after submitting its final report.

Part D—Study of Alternative Ways To Increase Minority Participation in the Teaching Profession

Section 431—Requires the Secretary, by grant or contract, to study alternative ways of increasing minority participation in the teaching profession. The study is to focus on barriers to entry into teaching for qualified minorities, options for addressing these barriers, alternative assessment mechanisms, and the prospect for increasing minority teacher supply. Provides that the results of the study are to be reported to the appropriate congressional committees within 2 years of enactment of this Act.

Part E—Miscellaneous Evaluations

Section 441—Provides that the Secretary shall conduct a continuing evaluation of the effectiveness of the loan forgiveness program established under Title I, Part A of this Act. Requires results to be reported to the Congress 4 years after enactment of this Act.

Section 442—Provides that the Secretary shall evaluate the effectiveness of the Teacher Corps program established by Title I, Part C of this Act, and make the results available to Congress and the public. An initial interim report is to be submitted 3 years after enactment; subsequent reports are to be submitted biennially. Requires each SEA receiving assistance to evaluate its program and report to the Secretary. An initial, interim report from each SEA shall be submitted 3 years after enactment and subsequent reports shall be submitted every 2 years.

Section 443—Provides that the Secretary, by grant or contract, shall biennially evaluate each national teacher academy and make the results available to Congress and the public.

Section 444—Requires each SEA to evaluate its professional development schools on a biennial basis and report to the Secretary. Requires the Secretary to submit a summary of these reports to the Congress biennially.

Section 445—Provides that the Secretary, by grant or contract, shall conduct a continuing evaluation of programs under subparts 3, 4, and 5 of FIRST. Requires the Secretary to give priority to entities with experience in new career programs for conducting the evaluation of the new career demonstration programs (subpart 4).

Requires the Secretary to report results to the Congress 2 years after enactment.

Section 446—Requires each eligible recipient of a grant under subpart 6 of FIRST to use at least 5 percent of its grant to conduct an independent evaluation of restructuring activities. Specifies issues to be covered by this evaluation. Requires the Secretary to report to the Congress biennially on results from these evaluations.

Part F—Authorization of Appropriations

Section 451—For Parts A, B, and D of this title, authorizes an appropriation of $4 million for FY 1991 and such sums as necessary for FY 1992 through FY 1995. Authorizes $1 million for FY 1991 and such sums as necessary for FY 1992 through FY 1995 for Part C.

IX. Changes in Existing Law

In compliance with rule XXVI paragraph 12 of the Standing Rules of the Senate, the following provides a print of the statute or the part or section thereof to be amended or replaced (existing law proposed to be omitted is enclosed in black brackets, new matter is printed in italic, existing law in which no change is proposed is shown in roman):

Higher Education Act of 1965

* * * * * * *

TITLE IV—STUDENT ASSISTANCE

* * * * * * *

Part E—Direct Loans to Students in Institutions of Higher Education

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Sec. 465. (a) Cancellation of Percentage of Debt Based on Years of Qualifying Service.— * * *

* * * * * * *

(b) Reimbursement for Cancellation.— * * *

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(c) Special Rules.—(1) If the list of schools in which a teacher may perform service pursuant to subparagraph (A) of paragraph (2) of subsection (a) is not available before May 1 of any year, the Secretary may use the list for the year preceding the year for which the determination is made to make such service determination.

(2) Any teacher who performs service in a school which—

(A) meets the requirements of subparagraph (A) of paragraph (2) of subsection (a) in any year; and

(B) in a subsequent year fails to meet the requirements of such subparagraph.

may continue to teach in such school and shall be eligible for loan cancellation pursuant to paragraph (1) of subsection (a) in such subsequent years.

* * * * * * *

TITLE V—EDUCATION RECRUITMENT, RETENTION, AND DEVELOPMENT

* * * * * * *

SEC. 502. (a) MID-CAREER TEACHER TRAINING PROGRAMS.—For part A, there are authorized to be appropriated $3,500,000 for fiscal year 1987, and such sums as may be necessary for the 4 succeeding fiscal years.

(b) SCHOOL, COLLEGE, AND UNIVERSITY PARTNERSHIPS.—For part B, there are authorized to be appropriated $15,000,000 for fiscal year 1987, and such sums as may be necessary for the 4 succeeding fiscal years.

(c) PROFESSIONAL DEVELOPMENT AND LEADERSHIP PROGRAMS.—(1) For subpart 1 of part C, there are authorized to be appropriated $15,000,000 for fiscal year 1987, and such sums as may be necessary for the 4 succeeding fiscal years.

(2) For subpart 2 of part C, there are authorized to be appropriated $10,000,000 for fiscal year 1987, and such sums as may be necessary for the 4 succeeding fiscal years.

(d) TEACHER SCHOLARSHIPS AND FELLOWSHIPS.—(1) For subpart 1 of part D, there are authorized to be appropriated [$13,500,000 for fiscal year 1987, and such sums as may be necessary for the 4 succeeding fiscal years.] *$27,000,000 for fiscal year 1991 and such sums as may be necessary for each of the fiscal years 1992, 1993, 1994, and 1995.*

(2) For subpart 2 of part D, there are authorized to be approriated [$2,000,000 for fiscal year 1987, and such sums as may be necessary for the 4 succeeding fiscal years] *$27,000,000 for fiscal year 1991 and such sums as may be necessary for each of the fiscal years 1992, 1993, 1994, and 1995.*

(e) TASK FORCES ON TEACHER EDUCATION.—For part E, there are authorized to be appropriated $1,000,000 for fiscal year 1987, and such sums as may be necessary for the 4 succeding fiscal years.

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PART D—TEACHER SCHOLARSHIPS AND FELLOWSHIPS

* * * * * * *

SUBPART 2—CHRISTA MCAULIFFE [FELLOWSHIP PROGRAM] *CAREER TEACHER CORPS*

[DECLARATION OF PURPOSE; DESIGNATION

[SEC. 561. (a) PURPOSE.—It is the purpose of this subpart to establish a national fellowship program for outstanding teachers.

[(b) DESIGNATION.—Individuals awarded fellowships under this subpart shall be known as "Christa McAuliffe Fellows".

[USE OF FUNDS FOR FELLOWSHIPS AND ADMINISTRATION

[SEC. 562. Funds appropriated for any fiscal year for fellowships to outstanding teachers under this subpart shall be used to award fellowships in accordance with the requirements of this subpart, except that not more than 2.5 percent of such funds shall be used for purposes of administering this subpart.

[CHRISTA MCAULIFFE FELLOWSHIPS

[SEC. 563. (a) AWARD DISTRIBUTION AND AMOUNTS.—(1) Except as provided under paragraph (3), sums available for the purpose of this subpart shall be used to award one national teacher fellowship to a public or private school teacher teaching in each congressional district of each State, and in the District of Columbia, and the Commonwealth of Puerto Rico; and one such fellowship in Guam, the Virgin Islands, American Samoa, the Northern Mariana Islands, and the Trust Territory of the Pacific Islands.

[(2) Fellowship awards may not exceed the average national salary of public school teachers in the most recent year for which satisfactory data are avialable, as determined by the Secretary. Christa McAuliffe teacher fellows may not receive an award for 2 consecutive years. Subject to the repayment provisions of section 566, Christa McAuliffe teacher fellows shall be required to return to a teaching position in their current school district or private school system for at least 2 years following the fellowship award.

[(3) If the appropriation for this subpart under section 502(d) is not sufficient to provide the number of fellowships required by paragraph (1) at the level required under paragraph (2), the Secretary shall determine and publish an alternative distribuiton of fellowships which will permit fellowship awards at that level and which is geographically equitable. The Secretary shall send a notice of such determination to each of the statewide panels established under section 564.

[(b) USE OF AWARDS.—Christa McAuliffe teacher fellows may use such awards for such projects for improving education as the Secretary may approve, including (1) sabbaticals for study or research directly associated with the objectives of this part, or academic improvement; (2) consultation with or assistance to other school districts or private school systems; (3) development of special innovative programs; or (4) model teacher programs and staff development.

[SELECTION OF CHRISTA MCAULIFFE TEACHER FELLOWSHIPS

[SEC. 564. Recipients of Christa McAuliffe teacher fellowship in each State shall be selected (in accordance with section 565) by a 7-member statewide panel appointed by the chief State elected official, acting in consultation with the State educational agency, or by an existing panel designated by the chief State elected official and approved by the Secretary. The statewide panel shall be representative of school administrators, teachers, parents, and institutions of higher education.

[EVALUATION OF APPLICATIONS

[SEC. 565. (a) SUBMISSION TO AND REVIEW BY STATEWIDE PANEL.—An applicant for Christa McAuliffe teacher fellowship assistance shall submit a proposal for a project under section 563(b), and shall indicate the extent to which the applicant wishes to continue current teaching duties. The applicant shall submit such a proposal to the local education agency for comment prior to submission to the statewide panel (appointed under section 564) for the State within which the proposed project is to be conducted. In evaluating proposals, such statewide panel shall consult with the local education agency, requesting 2 recommendations from teaching peers; a recommendation from the principal; and a recommendation of the superintendent on the quality of the proposal and its benefit to education; and any other criteria for awarding fellowships as is considered appropriate by such statewide panel. Selection of fellows shall be made in accordance with regulations prescribed by the Secretary of Education.

[(b) PUBLIC ANNOUNCEMENT.—Announcement of awards shall be made in a public ceremony.

[FELLOWSHIP REPAYMENT PROVISIONS

[SEC. 566. Repayment of the award shall be made to the Federal Government in the case of fraud or gross noncompliance.]

SEC. 561. DECLARATION OF PURPOSE; DESIGNATION.

(a) PURPOSE.—It is the purpose of this subpart to establish a national fellowship program for experienced teachers.

(b) DESIGNATION.—(1) A fellowship awarded under this subpart shall be known as a "Christa McAuliffe Career Teacher Corps fellowships".

(2) A recipient of a fellowship under this subpart shall be known as a "Christa McAuliffe Career Teacher Corps member".

SEC. 562. PROGRAM AUTHORIZED.

(a) IN GENERAL.—The Secretary is authorized to make grants, in accordance with the provisions of this subpart, to State educational agencies to enable such State educational agencies to—

(1) conduct Christa McAuliffe Career Teacher Corps activities; and

(2) to award fellowships to Christa McAuliffe Career Teacher Corps members in accordance with the provisions of this subpart.

(b) AMOUNT OF GRANTS.—The amount awarded to each State educaitonal agency pursuant to paragraph (1) of subsection (a) shall be an amount awarded on the basis of the school-age population in the State compared to the school-age population in all States, except that the Secretary may adjust the awards to insure that such awards are of sufficient size to carry out the purposes of this subpart.

(c) STATE ACTIVITIES.—Each State educational agency receiving a grant pursuant to subsection (a) shall use not more than 10 percent of such grant to carry out the State activities described in section 569.

SEC. 563. CHRISTA McAULIFFE CAREER TEACHER CORPS FELLOWSHIPS.

(a) AWARD DISTRIBUTION AND AMOUNTS.—(1) Each State educational agency receiving a grant under this subpart shall use such funds to award Christa McAuliffe Career Teacher Corps fellowships to public and private school teachers who have been employed as teachers for 8 or more years to enable such teachers to engage in the activities described in subsection (b).

(2) Fellowships shall be in an amount equal to the annual salary the individual would earn in such individual's current place of employment for the award period.

(3) If an individual receives an award for less than a school year, such fellowship shall be ratably reduced to equal the salary foregone.

(4) Each Christa McAuliffe Career Teacher Corps member may not receive an award for 2 consecutive years.

(5) Subject to the repayment provisions of section 566(b), each Christa McAuliffe Career Teacher Corps member shall be required to return to a teaching position in their current place of employment for at least 2 yeas following the fellowship award, except that such member may work in another State with a Christa McAuliffe Career Teacher Program upon approval of both the sending and receiving State.

(b) USE OF FELLOWSHIPS.—Each Christa McAuliffe Career Teacher Corps fellowship may be used for—

(1) sabbaticals for study, research or academic improvement to—

(A)(i) improve such teacher's knowledge base in an area of expertise; or

(ii) learn a new area of expertise; and

(B) increase skills and professional ability;

(2)(A) consultation with or assistance to other school districts or private school systems; or

(B) development of special innovative programs for the purpose of improving—

(i) in-service training for teachers and other school personnel; or

(ii) student achievement; or

(3) expanding or replicating model programs of staff development.

SEC. 564. SELECTION OF CHRISTA McAULIFFE CAREER TEACHER CORPS MEMBERS.

(a) IN GENERAL.—Christa McAuliffe Career Teacher Corps members in each State shall be selected (in accordance with section 565) by a 7-member statewide panel appointed by the chief State school officer, or by an existing panel designated by the chief State school officer. The statewide panel shall be representative of school administrators, teachers, parents, and institutions of higher education.

(b) SPECIAL RULE.—Each State educational agency may choose to administer the program assisted under this subpart through a preexisting panel which is experienced in administering similar programs.

SEC. 565. EVALUATION OF APPLICATIONS.

(a) SUBMISSION TO AND REVIEW BY STATEWIDE PANEL.—An applicant for a Christa McAuliffe Career Teacher Corps fellowship shall submit a proposal for a project under section 563(b), and shall indicate the extent to which the applicant wishes to continue current teaching duties. The applicant shall submit such a proposal to the local educational agency for comment prior to submission to the statewide panel (appointed under section 564) for the State in which the teacher is employed. Each such application shall contain such information as such State educational agency may reasonably require.

(b) CONSULTATION AND CONSIDERATION.—(1) In evaluating proposals, the statewide panel shall consult with the local education agency, and shall consider—

(A) evaluations during employment as a teacher;

(B) demonstrated commitment to teaching in the future; and

(C) intended activities during the award period;

(2) The statewide panel may request recommendations from teaching peers, the principal and the superintendent on the quality of the proposal, the benefit of such proposal to education, and any other criteria for awarding fellowships as is considered appropriate by such statewide panel.

(3) Selection of members of the statewide panel shall be made in accordance with regulations prescribed by the Secretary.

(c) SPECIAL CONSIDERATION.—The statewide panel shall give special consideration, in the selection of Christa McAuliffe Career Teacher Corps members, to individuals who intend to use an award period to improve or acquire skills—

(1) in the subject areas of science or mathematics; or

(2) in order to teach or provide related services to students with disabilities, limited English proficient students or preschool age students.

(d) PUBLIC ANNOUNCEMENT.—Announcement of fellowship awards shall be made in a public ceremony.

SEC. 566. FELLOWSHIP AGREEMENT AND REPAYMENT PROVISIONS.

(a) AGREEMENT.—Each individual who receives a Christa McAuliffe Career Teacher Corps fellowship shall enter into a written agreement with the State educational agency. Each such agreement shall provide assurances that the Christa McAuliffe Career Teacher Corps member—

(1) will spend up to a one-year award period during which the Christa McAuliffe Career Teacher Corps member is released from teaching responsibilities to participate in programs and activities allowed under section 563(b), approved pursuant to section 565 by the statewide panel;

(2) shall be encouraged, subject to the approval of the local educational agency, during the 2 years following the award period through the professional development school, if one exists, to—

(A)(i) participate in an induction program for new teachers by acting as a mentor to new Teacher Corps members under part C of title I of the National Teacher Act of 1990 or other new teachers with the same substantive field of ex-

pertise as the Christa McAuliffe Career Teacher Corps member where practicable; or

(ii) make some other contribution to the Teacher Corps programs conducted pursuant to part C of title I of the National Teacher Act of 1990; and

(B) assist in the development of in-service training programs through the professional development school, if such school exists, and

(3) shall be given the opportunity to participate in activities developed by the Secretary and the State educational agency through which the individual was selected as a Christa McAuliffe Career Teacher Corps member which are intended to foster communication among, and bring together, members of the Christa McAuliffe Career Teacher Corps.

(b) FELLOWSHIP REPAYMENT.—(1) Individuals found by the State educational agency to be in noncompliance with the agreement entered into under subsection (a) shall be required to repay to the State educational agency a pro rata amount of the Christa McAuliffe Career Teacher Corps fellowships received, plus interest at the highest rate applicable to loans under part B of title IV of the Higher Education Act of 1965 and, where applicable, reasonable collection fees.

(2) An individual shall not be considered to be in violation of the agreement entered into pursuant to subsection (a) during any period in which such individual meets the exception to repayment provisions set forth in section 558(a)(2), 558(a)(3) or 558(b) of the Higher Education Act of 1965, or if the individual dies.

(c) WAIVER.—The Secretary may provide for the partial or total waiver or suspension of any service obligation or repayment by an individual who received a Christa McAuliffe Career Teacher Corps fellowship whenever compliance by such individual is impossible or would involve extreme hardship to such individual, or if enforcement of such obligation with respect to such individual would be unconscionable.

SEC. 567. SECRETARY'S RESPONSIBILITIES.

The Secretary shall—

(1) make awards to State educational agencies having applications approved under section 568; and

(2) in cooperation with the State educational agency, conduct activities which foster communication among and bring together members of the Christa McAuliffe Career Teacher Corps including activities such as written communications, meetings, or training sessions.

SEC. 568. STATE APPLICATION.

(a) APPLICATION REQUIRED.—Each State educational agency desiring a grant under this subpart shall submit an application to the Secretary at such time, in such manner, and containing such information as the Secretary may reasonably require.

(b) CONTENTS.—Each application submitted pursuant to subsection (a) shall—

(1) provide assurances that Christa McAuliffe Career Teacher Corps members will be released from teaching responsibilities for up to one school year without jeopardizing the rights such

members would have had without participating in the program assisted under this part;

(2) provide assurances that the State educational agency, or its designee, in cooperation with local educational agencies, shall maintain accurate records regarding the activities of Christa McAuliffe Career Teacher Corps members within the State to ensure that such members are meeting all conditions of the fellowships provided pursuant to this subpart, and shall notify the Secretary immediately upon a change in a Christa McAuliffe Career Teacher Corps member's status rendering such Christa McAuliffe Career Teacher Corps member in violation of the conditions of the fellowship; and

(3) provide assurances that the State educational agency has consulted with local educational agencies in designing and developing the Christa McAuliffe Career Teacher Corps program.

SEC. 569. STATE USE OF FUNDS.

(a) IN GENERAL.—Each State educational agency awarded a grant under this subpart may use such funds to—

(1) establish, operate, and expand in-service programs and activities for Christa McAuliffe Career Teacher Corps members at the State and local levels, through professional development schools if such entities exist, or other entity, to improve knowledge of subject matter, and to increase skills and professional ability, in coordination with local educational agencies;

(2) award Christa McAuliffe Career Teacher Corps fellowships;

(3) provide funds to statewide panels to administer programs in accordance with section 565;

(4) award grants to local educational agencies to establish programs and activities described in paragraph (1) through professional development schools if such entities exist or other entities;

(5) publicize the availability of fellowships pursuant to this subpart; and

(6) ensure that each Christa McAuliffe Career Teacher Corps member understands the obligation to repay the fellowship in accordance with section 566(b).

(b) PUBLICATION AND RECRUITMENT.—Each State educational agency receiving assistance under this subpart shall publicize the availability of Christa McAuliffe Career Teacher Corps fellowships in local educational agencies throughout the State, particularly in local educational agencies with minority enrollment in excess of the statewide average minority enrollment, and shall recruit minority teachers to participate in such program. Such publication shall contain a description of programs and activities available to Christa McAuliffe Career Teacher Corps members through professional development schools if such entities exist, institutions of higher education or other approved entities.

STATE SCHOOLS PROGRAM ASSISTANCE ACT

* * * * * * *

PROGRAM AUTHORIZED

SEC. 903. (a) GENERAL AUTHORITY.—* * *

* * * * * * *

(b) AUTHORIZATION OF APPROPRIATIONS.—(1) There is authorized to be appropriated $100,000,000 for the period beginning October 1, 1987, and ending September 30, 1992.

(2) No appropriation in excess of $20,000,000 may be made in fiscal year 1988, and no appropriation in excess of $60,000,000 may be made in any of the fiscal years 1989 through 1992 pursuant to paragraph (1) of this subsection.

(3) Funds appropriated pursuant to this subsection shall remain available until expended.

(4) There are authorized to be appropriated for fiscal year 1993 such sums as may be necessary to carry out the provisions of this Act.

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SEC. 905. (a) APPLICATION REQUIRED.—* * *

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(b) CONTENTS OF APPLICATION.—* * *

* * * * * * *

(2) describe, in the case of an application for assistance for instructional programming, the types of programming which will be developed to enhance instruction and training[;]. *and provide assurances that such programming will be designed in consultation with teachers of the applicable subject matter and grade level;*

FUND FOR THE IMPROVEMENT AND REFORM OF SCHOOLS AND TEACHING

* * * * * * *

Subpart 1—Grants for Schools and Teachers

SEC. 3211. FUND FOR THE IMPROVEMENT AND REFORM OF SCHOOLS AND TEACHING.

(a) GENERAL AUTHORITY.—The Secretary is authorized to make grants to, and enter into contracts with, State educational agencies, local educational agencies, institutions of higher education, nonprofit organizations, individual schools, consortia of such schools, and consortia of such schools and institutions, to improve educational opportunities for and the performance of elementary and secondary school students and teachers by—

(1) helping educationally disadvantaged or at risk children meet higher educational standards;

(2) providing incentives for improved performance;

(3) strengthening school leadership and teaching;

(4) promoting closer ties among school teachers, administrators, families and the local community;

(5) providing opportunities for teacher enrichment and other means to improve the professional status of teachers;

(6) encouraging projects that reallocate existing resources (both human and financial) to serve children better by refocusing priorities;

(7) allowing local schools to establish closer ties with an institution of higher education to increase educational achievement;

[(8) increasing the number and quality of minority teachers;]

[(9)] *(8)* providing entry-year assistance to new teachers and administrators;

[(10)] *(9)* improving the teacher certification process, especially for schools, school districts, or States facing serious shortages; and

[(11)] *(10)* encouraging pride in schools by teaching students to be responsible for their school environment, invloving students in the care and maintenance of their classrooms and promoting individual responsibility and involvement in civic ativities.

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Subpart [3] *8*—Administrative Provisions

SEC. [3231] *3271.* BOARD AUTHORIZED.

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SEC. [3232] *3272.* DISSEMINATION AND REPORTING.

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SEC. [3233] *3273.* COORDINATION WITH THE FUND FOR THE IMPROVEMENT OF POSTSECONDARY EDUCATION.

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Subpart [4] *9*—General Provisions

SEC. [3241] *3281.* SPECIAL GRANT RULES.

(a) Grant Conditions.—* * *

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(b) Distribution of Funds.—(1) At least 25 percent of the funds appropriated [for the Fund] *to award grants pursuant to the provisions of subparts 1 and 2* in any fiscal year shall be used for grants to applicants described in section 3212(a)(2)(A).

(2) Grants to a single school as described in section 3212(a)(2)(A) may not be less than $5,000 nor more than $125,000 in any fiscal year.

(3) No grant may be made for more than a 3-year period.

SEC. [3242] *3282.* AUTHORIZATION OF APPROPRIATIONS.

[(a) AUTHORIZATIONS.—There are authorized to be appropriated to carry out the provisions of this part $30,000,000 for fiscal year

1989 and such sums as may be necessary for fiscal years 1990, 1991, 1992 and 1993.

[(b) RESERVATIONS.—

[(1) The Secretary shall reserve one-third of the funds appropriated for activities under subpart 2 of this part.

[(2) The Secretary shall reserve $150,000 from funds appropriated for activities authorized by section 3232.]

(a) AUTHORIZATIONS.—There are authorized to be appropriated to carry out the provisions of this part $50,000,000 for fiscal year 1991 and such sums as may be necessary for fiscal years 1992, 1993, 1994, and 1995.

(b) RESERVATIONS.—From amounts appropriated pursuant to the authority of paragraph (1) of subsection (a)—

(1) the Secretary shall reserve one-third of such funds or $10,000,000, whichever is less, for activities under subpart 2 of this part; and

(2) the Secretary shall reserve $150,000 for activities authorized by section 3272.

SEC. [3243] *3283.* DEFINITIONS.

. . . . . .

Subpart 3—Class Size Research and Demonstration Project

SEC. 3231. PURPOSE.

It is the purpose of this subpart to make demonstration grants to local educational agencies having elementary and secondary schools with large classes in order to demonstrate the advantages of reducing the size of classes in such schools.

SEC. 3232. DEMONSTRATION GRANTS AUTHORIZED.

(a) GENERAL AUTHORITY.—(1) From the amount appropriated under section 3 282 in each fiscal year, the Secretary shall pay the Federal share of making grants to local educational agencies in accordance with the provisions of this subpart.

(2) FEDERAL SHARE.—(A) The Federal share shall be 50 percent. (B) The non-Federal share of each grant awarded under this subpart may be in cash or in kind fairly evaluated, including planned equipment or services.

(b) SELECTION CRITERIA.—The Secretary shall make grant to local educational agencies on the basis of—

(1) the need and the ability to reduce class size in elementary or secondary schools of the local educational agency making an application under this subpart;

(2) the ability of the local educational agency to furnish the non-Federal share of the costs of the project for which assistance is sought;

(3) the ability of the local educational agency to continue the project for which assistance is sought after the termination of Federal financial assistance under this subpart; and

(4) the degree to which each application demonstrates consultation in program implementation and design with parents,

teachers, school administrators, and local teacher organizations, where applicable.

(c) PRIORITY.—The Secretary shall give priority in awarding grants to applicants having applications that describe projects which involve—

(1) young students, and

(2) at-risk students.

(d) SUFFICIENT SIZE AND SCOPE REQUIRED.—The Secretary shall make grants only to applicants having applications which describe projects of sufficient size and scope to contribute to carrying out the purposes of this subpart.

SEC. 3233. APPLICATIONS.

(a) APPLICATION.—(1) A grant under this subpart may be made only to a local educational agency which submits an application to the Secretary at such time, in such manner and containing or accompanied by such information as the Secretary may reasonably require.

(2) The Secretary shall encourage applicants to make applications for a 3-year period.

(b) CONTENTS.—Each application submitted pursuant to subsection (a) shall include—

(1) a description of the objectives to be attained with the financial assistance made available under this subpart and the manner in which funds so made available will be used to reduce class size;

(2) a description of the steps to be taken to achieve target class sizes, including, where applicable, the acquisition of additional teaching personnel and classroom space;

(3) a statement of the methods for the collection of data necessary for the evaluation of the impact of class size reduction programs on student achievement;

(4) an assurance that the local educational agency will pay from non-Federal sources the non-Federal share of the costs of the project for which assistance is sought; and

(5) such additional assurances as the Secretary may reasonably require.

(c) ADMINISTRATIVE COSTS.—Not more than 10 percent of any grant under this subpart may be used for administrative expenses.

SEC. 3234. ADMINISTRATIVE PROVISIONS.

(a) GRANTS MUST SUPPLEMENT OTHER FUNDS.—A local educational agency receiving funds under this subpart shall use the Federal funds only to supplement the funds that would, in the absence of such Federal funds, be made available from non-Federal sources for the activities described in the application.

(b) AUDIT.—The Comptroller General shall have access for the purpose of audit and examination to any books, documents, papers, and records of any local educational agency receiving assistance under this subpart that are pertinent to the sums received and disbursed under this subpart.

Subpart 4—New Careers for Teachers Demonstration

SEC. 3241. STATEMENT OF PURPOSE.

It is the purpose of this subpart to establish and operate new career demonstration programs to attract minority candidates, who are in school support or paraprofessional positions or in occupations other than teaching, to careers teaching in elementary and secondary schools.

SEC. 3242. PROGRAM AUTHORIZED.

(a) IN GENERAL.—(1) The Secretary is authorized to pay the Federal share of making grants to eligible recipients to enable such eligible recipients to pay the costs of establishing and operating programs to attract minority candidates to teaching careers.

(2) The Federal share shall be 50 percent.

(3) The non-Federal share of each grant awarded under this subpart may be in cash or in kind fairly evaluated, including planned equipment or services.

(b) DURATION OF GRANT.—Each grant awarded under this subpart shall be for a period of 2 years and may be renewed for periods not to exceed 3 years.

(c) COMPETITIVE BASIS.—The Secretary shall award grants under this subpart on the basis of a competitive bidding process.

(d) PRIORITY.—In awarding grants under this subpart, the Secretary shall give priority to programs that focus on recruitment of minorities.

(e) SPECIAL CONSIDERATION.—In awarding grants under this subpart, the Secretary shall give special consideration to programs designed to identify, recruit, and certify—

(1) speakers of non-English languages who have been trained as teachers in their home country; or

(2) individuals already employed in a local education agency.

SEC. 3243. ELIGIBLE RECIPIENT.

As used in this subpart the term "eligible recipient" means a consortia of—

(1) institutions of higher education, and

(2) local educational agencies.

working in conjunction with the State educational agency, and the appropriate State or local teacher credentialing body.

SEC. 3244. APPLICATION.

(a) IN GENERAL.—A grant under this subpart may be made only to an eligible recipient which submits an application to the Secretary containing or accompanied by such information as the Secretary may reasonably require.

(b) CONTENTS OF APPLICATION.—Each such application shall—

(1) describe the activities and services for which assistance is sought;

(2) set forth the number of expected participants in each program assisted under this subpart;

(3) demonstrate steps on a career ladder leading to the position of fully credentialed teacher, ranging from nonskilled entry positions, extending through intermediate subprofessional func-

tions, and terminating in full professional status as a certified teacher duly recognized by the appropriate State agency;

(4) contain assurances that advancement within such career ladders would be based on merit, but that the opportunity for attainment of higher station is available to all;

(5) demonstrate a plan for employing permanently individuals who have participated in the program at their new level of training, including individuals who terminate the program at a level below that of fully credentialed teacher;

(6) demonstrate a plan for bringing a sizable portion of the educational program and coursework to the place of the participant's employment;

(7) demonstrate a plan for providing academic credit for in-service training and other relevant experience as well as formal academic coursework;

(8) provide for participation of individuals who have attained various levels of education including individuals who have not completed high school, with special consideration for such participation given to individuals already serving within the school system;

(9) provide assurances that the program assisted under this subpart will be available to the disabled; and

(10) contain such other assurances as the Secretary may reasonably require.

SEC. 3245. USE OF FUNDS.

(a) IN GENERAL.—Funds provided pursuant to this subpart may be used to—

(1) pay tuition for participants in programs established under this subpart;

(2) pay for the release time of participants in programs assisted under this subpart; and

(3) provide stipends for child care to participants whose academic coursework takes place outside the normal workday.

(b) ADMINISTRATIVE COSTS.—Not more than 10 percent of any grant provided pursuant to this subpart may be used for administrative expenses.

Subpart 5—Minority Teacher Recruitment Demonstration

SEC. 3251. PROGRAM AUTHORIZED.

(a) IN GENERAL.—The Secretary is authorized to pay the Federal share of making grants in accordance with the provisions of this subpart to carry out programs and activities designed to—

(1) improve recruitment and training opportunities in education for minority individuals, including language minority individuals; and

(2) increase the number of minority teachers, including language minority teachers, in elementary and secondary schools.

(b) FEDERAL SHARE.—The Federal share shall be 50 percent.

(c) NON-FEDERAL SHARE.—The non-Federal share of each grant awarded under this subpart may be in cash or in kind fairly evaluated, including planned equipment or services.

SEC. 3252. USE OF FUNDS.

Funds provided pursuant to this subpart may be used—

(1) by—

(A) 1 or more local educational agencies,

(B) a State educational agency or a State higher education agency,

(C) 1 or more institutions of higher education, or

(D) community-based organizations,

to identify students, particularly from minority backgrounds, including language minority backgrounds, in middle and secondary schools interested in teaching, and to provide such students with activities and services which support and encourage the pursuit of teaching as a career; and

(2) by 2- and 4-year institutions of higher education with large concentrations of minority students, including language minority students, to—

(A) identify students who indicate an interest in entering the teaching profession, and provide such individuals with support programs such as—

(i) scholarship funds to meet expenses;

(ii) remedial and tutoring programs;

(iii) counseling and support services;

(iv) teaching related activities;

(v) academic advice and guidance in course selection to prepare for teacher certification;

(vi) test taking skills; and

(vii) information and advice regarding eligibility for membership in the Teacher Corps, and other financial assistance programs;

(B) establish or strengthen teacher training programs;

(C) establish or enhance early identification/articulation partnership programs with high schools and community colleges; and

(D) establish partnerships with graduate schools of education to foster and facilitate the movement of minority students into post-graduate studies; and

(3) by 2- and 4-year institutions of higher education or consortia thereof, State educational agencies, or State higher education agencies, to—

(A) establish programs and activities which foster and facilitate the movement of students interested in pursuing teaching careers from 2-year institutions to 4-year institutions, focusing particular attention on facilitating the transfer of academic credit; and

(B) improve existing assessment practices that determine an individual's qualifications to become a teacher.

(c) APPLICATION REQUIRED.—Each institution of higher education, State educational agency, State higher education agency, local educational agency or community based organization desiring a grant pursuant to this subpart, shall submit an application to the Secretary at such time, in such manner, and containing such information as the Secretary may reasonably require. Each such application shall—

(1) describe the activities and services for which assistance is sought;

(2) set forth the individuals to be served; and

(3) contain such assurances as the Secretary may reasonably require.

(d) STATE EDUCATIONAL AGENCY REVIEW.—Each application from a local educational agency for a grant under this subpart shall be forwarded to the appropriate State educational agency for review and comment if the State educational agency requests the opportunity for such review. The State educational agency must complete the review of such application and comment to the Secretary within 30 calendar days of receipt. Failure of the State educational agency to submit comments to the Secretary shall not prejudice such application.

(e) ADMINISTRATIVE COSTS.—Not more than 10 percent of any grant provided pursuant to this subpart may be used for administrative expenses.

(f) DEFINITION.—For the purposes of this subpart the term "State higher education agency" means the officer or agency primarily responsible for the State supervision of higher education.

Subpart 6—Restructuring of Schools/School Based Management Demonstration Program

SEC. 3261. STATEMENT OF PURPOSE.

It is the purpose of this subpart to provide financial assistance to eligible entities to enable such eligible entities to plan or implement the restructuring of school organization, school management or instructional programs in elementary and secondary schools.

SEC. 3262. GRANTS.

(a) IN GENERAL.—The Secretary is authorized to pay the Federal share of awarding grants to eligible entities to plan and implement the restructuring of school organization, school management, or instructional programs in elementary and secondary schools.

(b) AWARD BASIS.—The Secretary shall award grants under this subpart on a competitive basis.

(c) GRANT PERIOD.—The Secretary shall award grants under this subpart for a period of 3 years.

SEC. 3263. APPLICATION.

(a) APPLICATION REQUIRED.—Each eligible entity desiring a grant under this subpart shall submit an application to the Secretary at such time, in such manner, and accompanied by such information as the Secretary may reasonably require.

(b) CONTENTS.—Each application submitted pursuant to subsection (a) shall—

(A) describe the activities and services for which assistance is sought; and

(B) include a plan for widespread consultation with parents, community members, teachers, other local educational agency personnel, and the private sector in planning and implementing the restructuring of a school.

SEC. 3264. RESTRUCTURING PLAN.

(a) PLAN REQUIRED.—Each eligible entity desiring grant payments pursuant to section 3266 in the second and third year of a grant period, shall prior to the second year of such grant period, submit to the Secretary for approval a plan which describes the implementation of the restructuring of the school.

(b) CONTENTS.—The plan submitted pursuant to paragraph (1) shall—

(1) describe the activities and services for which assistance is sought;

(2) demonstrate that in developintg the restructuring plan the applicant has consulted with teachers and parents who will be affected by such plan;

(3) demonstrate broad support for the restructuring plan in the community, including private sector involvement;

(4) demonstrate that the restructuring plan is designed to improve the eligible entity's delivery of educational services as measured by student achievement or retention, or teacher performance or retention;

(5) demonstrate that the eligible will be able to continue the restructuring of the school after the termination of financial assistance;

(6) describe the independent evaluation to be conducted in accordance with section 446 of the National Teacher Act of 1990; and

(7) demonstrate that the eligible entity is committed to and not legally prevented from undertaking the changes proposed in the plan.

(c) SPECIAL CONSIDERATION.—In awarding grants under this subpart the Secretary shall give special consideration to applicants from eligible entities which describe school restructuring plans which—

(1) benefit students or a school with below average academic performance; and

(2) benefit an eligible entity serving a large number of minority or disadvantaged students.

(d) GEOGRAPHIC DISTRIBUTION.—In awarding grants under this subpart, the Secretary shall ensure that a broad geographic cross-section, including rural urban, and suburban schools and local educational agencies, are served.

SEC. 3265. USE OF FUNDS.

Funds awarded under this subpart may be used for the planning, implementation, expansion, or replication of—

(1) school-based management/shared decision making programs;

(2) programs which increase the professional status and professional satisfaction of teachers;

(3) differential staffing patterns (such as career ladders and job-sharing);

(4) incentive pay to teachers;

(5) employment of experienced teachers as mentor or master teachers;

(6) research on effective techniques to recruit, train, and reward teachers;

(7) curriculum reforms;

(8) programs of cooperative learning;

(9) models of alternative student assignment within schools;

(10) programs which increase parent and community involvement in the schools;

(11) coordinated efforts and partnerships with business, institutions of higher education, and other entities;

(12) programs of interactive learning through technology; and

(13) programs to train teachers, principals, school board members, and other individuals involved in the restructuring program.

SEC. 3266. PAYMENTS.

(a) IN GENERAL.—The Secretary shall pay to each eligible entity having an application or restructuring plan approved under this subpart the Federal share of the cost of the activities described in such application or plan.

(b) SPECIAL RULE.—(1) In the first fiscal year in which an eligible entity receives a grant payment under subsection (a), such payment shall not exceed $150,000 and shall be used for planning the restructuring of a school.

(2) in the second and third fiscal years in which an eligible entity receives a grant payment under subsection (a), each such payment shall not exceed $2,000,000 and shall be used for implementing the restructuring of a school.

(3)(A) Notwithstanding the provisions of this subpart, the Secretary may make payments for the implementation of a restructuring plan in the first fiscal year in which an eligible entity receives a grant payment under subsection (a), if such eligible entity submits a restructuring plan pursuant to section 3264 in the first fiscal year for which a grant is sought.

(B) Each eligible entity receiving a grant payment pursuant to the provisions of subparagraph (A) shall not receive a grant payment which exceeds $2,000,000 in each fiscal year for which the grant is awarded.

SEC. 3267. FEDERAL SHARE: NON-FEDERAL SHARE.

(a) FEDERAL SHARE.—The Federal share of each grant awarded under this subpart shall be 50 percent.

(b) NON-FEDERAL SHARE.—(1) The non-Federal share of each grant awarded under this subpart may be in cash or in kind fairly evaluated, including planned equipment or services.

(2) Each eligible entity receiving a grant under this subpart shall supply at least 50 percent of the non-Federal share of each grant awarded under this subpart from non-governmental sources.

SEC. 3268. DEFINITIONS.

For the purposes of this subpart—

(1) the term "eligible entity" means—

(A) a local educational agency or consortia thereof;

(B) an elementary or secondary school, or consortia thereof; or

(C) a nonprofit organization, in consortium with a local education agency or school, if the Secretary determines that such nonprofit organization has a particular expertise to carry out the purpose of this subpart; and

(2) the term "school based management/shared decisionmaking" means a process by which a team of individuals is formed at a school site to make decisions regarding the management of the school. Such a team may include teachers (including representatives of professional teachers associations or organizations, where applicable), the school principal, school administrators, parents, community representatives, school employees, and students. The school based management/shared decisionmaking team is responsible for decisions, determined by the team, which affect the school and classroom environment. Such decisions may include decisions such as—

(A) curriculum and instruction priorities which meet priorities and goals of the local educational agency, including materials and activities, organization, evaluation and assessment, while taking into account the special needs of students;

(B) student grouping, promotion, and tracking;

(C) school rules and discipline policies:

(D) the scheduling and structure of the school day;

(E) the school environment;

(F) the physical structure of school facilities;

(G) the administrative structure of the school;

(H) establishing standards for the hiring and evaluation of teachers and administrators;

(I) professional development programs which will meet faculty needs;

(J) the use of non-Federal general operating funds; and

(K) relationships with parents and community.

(b) SPECIAL GRANT RULES.—Section 3281 of the Act (as redesignated in paragraph (5) of subsection (a)) is amended by striking "for the Fund" and inserting "to award grants pursuant to the provisions of subparts 1 and 2.

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